



# TAGORE INTERNATIONAL SCHOOL

EAST OF KAILASH, NEW DELHI

## PARENT SYLLABUS-XI

HUMANITIES

(2022-23)

July-February

### ENGLISH CORE

MONTH	TOPICS/NO. OF PERIODS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
July	HORNBILL The Portrait of a Lady	<p>Each student will be able to</p> <p>develop a good bond with the elders in the family</p> <p>compare and contrast the rural and city life</p> <p>recall and share memories of early childhood and grandparents</p> <p>justify the title</p> <p>write character sketches</p> <p>enrich their vocabulary and enhance reading and writing skills</p>	<p>Students will do the following:</p> <p><b>Individual Activity:</b></p> <p>Drafting character sketch of the grandmother</p> <p>Write a speech on: Caregiving is a way of showing love to the elderly</p> <p><b>Art Integrated Activity:</b></p> <p>Designing/creating a game that can be played with the elders of the family (group activity)</p>	<p>Weekly Test ( 29.07.22)</p> <p><b>Syllabus</b></p> <p><b>Reading Comprehension:</b></p> <p>1. Unseen Passage</p> <p><b>Writing Skills:</b></p> <p>1. Poster Making 2. Speech Writing</p> <p><b>Grammar:</b></p> <p>1. Integrated Grammar- Gap filling (Tenses, Clauses) 2. Sentence reordering/transformation</p> <p><b>Literature:</b></p> <p>1. The Portrait of Lady 2. A Photograph 3. The Summer of a Beautiful White Horse</p> <p><b>For the lesson, The Portrait</b></p>

				<p><b>of a Lady, students will be assessed through:</b></p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
July	<p><b>Writing Skills:</b></p> <p><b>Speech writing</b></p>	<p><b>Each student will be able to</b></p> <p>state situations when they would draft a speech</p> <p>give inputs on the format, style and tone of a speech</p> <p>draft a speech on a social issue</p> <p>express their views through a speech using grammatically correct sentences.</p> <p>improve upon their reading and writing skills</p>	<p><b>Students will do the following:</b></p> <p><b>Individual Activity:</b> draft a speech on the theme- 'He who fears loss has already been beaten.'</p> <p>Draft a speech on the theme: 'The effects of lifestyle on health'.</p>	<p><b>Students will be assessed through:</b></p> <p>Class participation</p> <p>Submission of work</p> <p>Assignment Questions</p>
July	<p><b>HORNBILL</b></p> <p><b>A Photograph</b></p>	<p><b>Each student will be able to</b></p> <p>read the poem with proper tone and rhyme and develop an interest in poetry</p> <p>enrich their vocabulary</p> <p>differentiate between past memories and nostalgia</p>	<p><b>Students will do the following:</b></p> <p><b>Group Activity:</b></p> <p>share an experience /memorable moments spent with their mother</p> <p>have a group discussion on the</p>	<p><b>Students will be assessed through:</b></p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p>

		<p>list down the contrasting features of human life and nature</p> <p>comment on the theme and meaning of the poem</p> <p>analyze the poem and identify the poetic devices</p> <p>enhance their reading and writing skills</p>	<p>importance of their favourite material objects</p> <p>identify the poetic devices incorporated in the poem</p> <p><b>Individual Activity:</b></p> <p><b>Art Integration</b></p> <p>create a poem on the object that they feel most connected with and share the same with the class</p>	<p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
July	<p><b>SNAPSHOTS</b></p> <p><b>The Summer of the Beautiful White Horse</b></p>	<p><b>Each student will be able to:</b></p> <p>analyse characters and their actions</p> <p>paraphrase the text and explain the ideas</p> <p>design a poster with the message</p> <p>answer value based and HOTS questions</p>	<p><b>Students will do the following:</b></p> <p><b>Individual Activity:</b> share an experience where they realized the importance of staying honest and upright</p> <p><b>Group Activity:</b> have a group discussion on the challenges that teenagers face in terms of worldview or outlook</p> <p><b>Art Integrated Activity:</b></p> <p><b>Poster Making:</b> design a poster with the message, 'SAVE ANIMALS'</p>	<p><b>Students will be assessed through:</b></p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
July	<p><b>Writing Skills</b></p> <p><b>Poster Making</b></p>	<p><b>Each student will be able to</b></p> <p>design a poster to create awareness, extend public invitations and wire notices.</p> <p>express themselves using visuals, pictures</p>	<p><b>Students will do the following:</b></p> <p><b>Group Activity:</b> contribute to the class discussion and mind map, to design interesting posters</p>	<p><b>Students will be assessed through:</b></p> <p>Class participation</p> <p>Submission of work</p>

		arrange content in a pleasing, readable manner to make it appealing	<b>Individual Activity:</b> design posters on the topic- Literary Festival	Assignment Questions
<b>MONTH</b>	<b>TOPICS/NO. OF PERIODS</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITY</b>	<b>ASSESSMENT</b>
<b>August</b>	<b>HORNBILL The Laburnum Top</b>	<p><b>Each student will be able to</b></p> <p>grasp the theme and meaning of the poem</p> <p>recite the poem with proper tone and rhyme</p> <p>identify at least 3 poetic devices incorporated in the poem</p> <p>draw a comparative study between human life and nature.</p> <p>comment on the importance of interdependence and living in harmony</p>	<p><b>Students will do the following:</b></p> <p><b>Group Activity:</b> have a group discussion on the theme of the poem.</p> <p>interpret the meaning of the verses</p> <p>work in pairs to list down the poetic devices incorporated in the poem.</p> <p><b>Individual Activity:</b></p> <p><b>Art Integration Role-Play</b></p> <p>play the role of the Goldfinch and the Laburnum tree and have a brief discourse/ write dialogues expressing their gratitude for each other</p>	<p><b>Students will be assessed through:</b></p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
<b>August</b>	<b><u>Reading</u> Note Making and Summarisation</b>	<p><b>Each student will be able to:</b></p> <p>Learn the format of note making</p> <p>define note making</p> <p>comprehend the gist of the passage for note making</p>	<p><b>Students will do the following:</b></p> <p><b>Individual Activity:</b></p> <p>read the text and skim important details</p> <p>logically present them in sequence</p> <p>organise them under headings and sub</p>	<p><b>Students will be assessed through:</b></p> <p>Class participation</p> <p>Submission of work</p> <p>Assignment Questions</p>

		<p>make notes on the passage read</p> <p>format and indenting notes under headings and sub headings</p> <p>use of abbreviations</p> <p>summarisation</p>	<p>headings</p> <p>use abbreviation and symbols</p> <p>write a summary of the notes made</p> <p>do exercises on note making</p>	
August	<b>We're Not Afraid to Die...if We Can All Be Together</b>	<p><b>Each student will be able to</b></p> <p>enhance their problem solving skills.</p> <p>inculcate the values of determination and will power.</p> <p>learn to be optimistic and overcome struggles and problems</p> <p>solve HOTS and value based questions from the lesson</p>	<p><b>Students will do the following:</b></p> <p><b>Group Activity:</b> have a brainstorming session on how determination and courage can bring people out of trouble</p> <p>discuss the statement in the light of the story and their own experience, "Survival pushes a man to his limits."</p> <p><b>Individual Activity:</b> Prepare notes for the lesson, following an appropriate format and style</p>	<p><b>Students will be assessed through:</b></p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
August	<b>Discovering Tut: the Saga Continues</b>	<p><b>Each student will be able to:</b></p> <p>give reasons as to why King Tut's body has been subjected to repeated scrutiny</p> <p>explain as to why Howard Carter's investigation was resented</p> <p>justify the title</p> <p>write character sketches</p> <p>enrich their vocabulary and enhance reading and writing skills</p>	<p><b>Students will do the following:</b></p> <p><b>Group Activity:</b> discuss in pairs the following: 'Scientific intervention is necessary to unearth buried mysteries'</p> <p><b>Individual Activity:</b> <b>Art Integrated Activity</b></p> <p>research about the history of Tutankhamun and present it in the form of a podcast/video</p> <p><b>Debate writing:</b> Scientific advancement</p>	<p><b>Students will be assessed through:</b></p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>

			will hurt humanity	
<b>August</b>	<b>Long Writing Skills</b> <b>Debate Writing</b>	<b>Each student will be able to:</b> -discuss about the dos and don'ts of debate writing  -comment on the style and diction that should be adopted while writing debate  -frame at least 2-3 phrases to be used in the debate  -write a debate following the appropriate format	<b>Students will do the following-</b>  <b>Group Activity:</b>  draw a mind-map including important details related to debate writing like- the format, common phrases, techniques, dos and don'ts etc.  discuss in group about the value points that should be added in the given debate writing assignment  <b>Individual Activity:</b> draft a debate following the format	<b>Students will be assessed through</b>  Class participation  Practice and assignment worksheets  Submission of work  class tests
<b>MONTH</b>	<b>TOPICS/NO. OF PERIODS</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITY</b>	<b>ASSESSMENT</b>
<b>September</b>	<b>SNAPSHOTS</b> <b>The Address</b>	<b>Each student will be able to:</b>  comment on the outcome of wars and the hardships that follows it  comprehend the human dilemma that follows war and the death of a loved one  comprehend the emotional account of a daughter who goes in search of her mother's belongings after the war and discuss about the ways one can overcome such mental and emotional turmoil  bring out the optimism in the story  identify 3-4 character traits of the narrator and Mrs. Dorling	<b>Students will do the following:</b>  <b>Group Activity:</b>  discuss the effect of war on the lives of people with reference to the instances and values in the chapter, 'The Address'  compare the narrator's experiences with those of Anne Frank  <b>Individual Activity:</b>  <b>Art Integrated Activity</b> record anecdotes related to their favourite possession in form of a illustration/ diary entry/ song	<b>Students will be assessed through:</b>  Short Revision test through Google forms  Class participation  Submission of work  Practice Worksheets  Assignment Long Answer Questions

September	<b>Writing Skills:</b>  <b>Advertisement</b>  Classified Display	<b>Each student will be able to</b>  Draft classified and display advertisements  express themselves using visuals, pictures  arrange content in a pleasing, readable manner to make it appealing	<b>Students will do the following:</b>  <b>Group Activity:</b> contribute to the class discussion and mind map, to design interesting and relevant advertisement  <b>Individual Activity:</b> draft advertisements on a variety of topics given in the class	<b>Students will be assessed through:</b>  Class participation  Submission of work  Assignment Questions
September	<b>Reading Comprehension</b>  <b>Unseen Passage</b>	<b>Each student will be able to</b>  Analyse the passage  Give answers to the questions  Find meaning to the words given	<b>Students will do the following:</b>  read and comprehend the passage  analyse the questions work on the vocabulary	<b>Students will be assessed through</b>  Class participation  Practice and assignment worksheets Submission of work  class tests
September	<b>Grammar <u>Different grammatical structures such as</u></b>  <ul style="list-style-type: none"> <li>• Gap Filling</li> <li>• Sentence Reordering</li> <li>• Sentence Transformation</li> </ul>	<b>Each student will be able to:</b> revise rules on the different grammar topics  fill in the gaps using tenses and clauses  comprehend and use grammatical organization for quantifying and sentence completion.  edit and complete exercises to make grammatically correct sentences	<b>Students will do the following:</b>  complete worksheets on different grammatical topics	<b>Students will be assessed through</b>  Class participation  Practice and assignment worksheets  Submission of work  class tests
September	<b>Revision of the format of all</b>	<b>Each student will be able to-</b>	<b>Each student will do the following:</b>	

	<b>the writing skills and lessons covered in the class</b>	recall the formats of the writing skills and discuss the same  draft sample answers for the given questions	attempt all the questions given for practice  discuss their answers in the class	
<b>September</b>	<b>Assessment of Speaking and Listening Skills</b>	<b>Each student will be able to</b>  - listen carefully to the podcast  -speak in the English language confidently  - use the language and vocabulary appropriately	<b>Students will do the following-</b>  <b>Pair Activity:</b>  ALS Activity	<b>Mid-Term Examination</b>
<b>MONTH</b>	<b>TOPICS/NO. OF PERIODS</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITY</b>	<b>ASSESSMENT</b>
<b>October</b>	<b>SNAPSHOTS</b>  <b>Ranga's Marriage</b>	<b>Each student will be able to:</b>  comment on the influence of the English language on the Indian life  learn how Indian society has moved a long way from the way the marriage is arranged in the story  comprehend how the perceptions of the astrologers are based more on hearsay and conjecture than what they learn from the study of stars	<b>Students will do the following:</b>  <b>Group Activity:</b>  exchange dialogues on how Indian society has moved a long way from the way the marriage is arranged in the story  discussion on 'the on the role of English in a man's life'  <b>Individual Activity:</b>  <b>Art Integration</b>  <b>Role Play</b> design an invitation card for Ranga's marriage Or Illustrate Hosahalli as per their understanding and imagination	<b>Students will be assessed through:</b>  Short Revision test through Google forms  Class participation  Submission of work  Practice Worksheets  Assignment Long Answer Questions



October	<b>HORNBILL</b> <b>The Voice of the Rain</b>	<b>Each student will be able to</b> identify poetic devices grasp the theme and meaning of the poem read the poem with proper tone and rhyme and develop an interest in poetry. strengthen their vocabulary understand the significance of the water cycle draw a comparative study of human life and nature	<b>Students will do the following:</b> <b>Individual Activity</b> -share their previous knowledge about the science behind the natural phenomena- water cycle and its significance <b>Group Activity:</b> -discuss the use of personification, imagery, metaphor and hyperbole -discuss and write answers for the following questions: <b>Individual Activity:</b> <b>Art Integration</b> sketch/ paint an illustration to bring out the theme of the poem or Compose a poem where they interview the rain or any other aspect of nature	<b>Students will be assessed through:</b> Short Revision test through Google forms Class participation Submission of work Practice Worksheets Assignment Long Answer Questions
October	<b>Writing Skills:</b> <b>Classified Advertisement</b>	<b>Each student will be able to</b> Draft classified advertisement express themselves using formal language arrange content in a pleasing, readable manner to make it appealing	<b>Students will do the following:</b> <b>Group Activity:</b> contribute to the class discussion and mind map, to design interesting and relevant advertisement <b>Individual Activity:</b> draft advertisements on a variety of topics given in the class	<b>Students will be assessed through:</b> Class participation Submission of work Assignment Questions
MONTH	TOPICS/NO. OF PERIODS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT

<p>November</p>	<p><b>HORNBILL</b></p> <p><b>Prose: The Adventure</b></p>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>-justify the title</li> <li>-identify the aspects that make the lesson a science fiction</li> <li>-present their ideas of time travel and alternative reality</li> </ul>	<p><b>Students will do the following:</b></p> <p><b>Group Activity:</b> -discuss about the plot twist and give their theory related to the experiences of the protagonist</p> <p><b>Individual Activity:</b> Designing a Display Advertisement- Theme- time travel/experiencing alternative reality</p>	<p><b>WEEKLY TEST II (11.11.22) Syllabus</b></p> <p><b>Reading Comprehension:</b></p> <ol style="list-style-type: none"> <li>1. Unseen Passage</li> <li>2. Note-Making and Summarizing</li> </ol> <p><b>Writing Skills:</b></p> <ol style="list-style-type: none"> <li>1. Advertisement</li> <li>2. Poster Making</li> <li>3. Debate Writing</li> <li>4. Speech Writing</li> </ol> <p><b>Grammar:</b></p> <ol style="list-style-type: none"> <li>1. Integrated Grammar- Gap filling (Tenses, Clauses)</li> <li>2. Sentence reordering/ transformation</li> </ol> <p><b>Literature:</b></p> <ol style="list-style-type: none"> <li>1. The Adventure</li> <li>2. The Voice of the Rain</li> <li>3. Ranga's Marriage</li> </ol> <p><b>For the lesson, The Adventure, Students will be assessed through:</b></p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p>
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				Practice Worksheets Assignment Long Answer Questions
November	<b>SNAPSHOTS</b>  <b>Prose: Mother's Day</b>	<b>Each student will be able to</b>  -highlight the role and status of a mother in a household (after watching the Ted talk shared with them)  -identify at least 4-5 characteristics that mothers possess  -analyse the theme and write their interpretation of the title.  -compose a song dedicated to mothers	<b>Students will do the following:</b>  <b>Group Activity</b>  -brainstorm on the theme of the lesson  -discuss about the role of a mother in the family  <b>Individual Task</b>  -identify the characteristics of the main characters	<b>Students will be assessed through:</b>  Short Revision test through Google forms  Class participation  Submission of work  Practice Worksheets  Assignment Long Answer Questions
November	<b>HORNBILL</b>  <b>Poem: Childhood</b>	<b>Each student will be able to</b>  -read the poem with proper tone and rhyme and develop an interest in poetry  -enrich their vocabulary  -differentiate between a child and adult  -comment on the theme and meaning of the poem  -analyze the poem and identify the poetic devices  -enhance their reading and writing skills	<b>Students will do the following:</b>  <b>Group Activity:</b>  share an experience  have a group discussion on the importance of reasoning and individuality  identify the poetic devices incorporated in the poem  <b>Individual Activity:</b>  <b>Debate writing</b> write a debate on the theme- 'The world	<b>Students will be assessed through:</b>  Short Revision test through Google forms  Class participation  Submission of work  Practice Worksheets  Assignment Long Answer Questions

			of adults is filled with hypocrisy and negativity.’  <b>Art Integration</b>  Add a stanza to the poem incorporating at least two poetic devices	
<b>MONTH</b>	<b>TOPICS/NO. OF PERIODS</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITY</b>	<b>ASSESSMENT</b>
<b>December</b>	<b>HORNBILL</b>  <b>Prose: Silk Road</b>	<b>Each student will be able to:</b>  -enumerate the benefits of writing a travelogue  -interpret the title  -comment on the importance of the silk road/ route and its history  -compare and contrast the weather conditions and topographical features of northern India with the other parts of the country	<b>Students will do the following:</b>  <b>Group Activity:</b>  -discuss about the importance of writing travelogues  -brainstorm on the theme of the lesson  <b>Individual Activity:</b>  <b>Note Making and summarizing</b>  -skim the text for identifying the value points, discuss the key findings with the peers and then prepare notes for the lesson  -critically appreciate the diction and style of the author and comment on the characters and situations presented in the lesson	<b>WEEKLY TEST II (16.12.22)</b> <b>Reading Comprehension:</b> 1.Unseen Passage 2. Note-Making and Summarizing  <b>Writing Skills:</b> 1. Advertisement 2. Poster Making 3. Debate Writing 4. Speech Writing  <b>Grammar:</b> 1. Integrated Grammar- Gap filling (Tenses, Clauses) 2. Sentence reordering/ transformation  <b>Literature:</b> 1. Mother’s Day 2. Childhood 3. Silk Road
<b>December</b>	<b>SNAPSHOTS</b>  <b>Prose: Birth</b>	<b>Each student will be able to:</b>  -enlist the qualities of doctors/ medical professionals and also the challenges they face	<b>Students will do the following:</b>  <b>Group Activity:</b> -discuss about the challenges that medical professional	<b>Students will be assessed through:</b>  Short Revision test through

		<ul style="list-style-type: none"> <li>-justify the title by giving suitable reasons</li> <li>-write character sketches</li> <li>-enrich their vocabulary and enhance reading and writing skills</li> </ul>	<p>face in balancing personal and professional life</p> <ul style="list-style-type: none"> <li>-brainstorm on the theme of the lesson</li> <li>-discuss about the role of doctors in the society</li> <li>-identify the characteristics of the main characters</li> </ul> <p><b>Individual Activity:</b> find out meaning of new words and expressions</p> <p>write answers to the questions given by the teacher</p>	<p>Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Assignment Questions</p>
December	<p><b>HORNBILL</b></p> <p><b>Poem: Father to Son</b></p>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>-read the poem with proper tone and rhyme and develop an interest in poetry</li> <li>-enrich their vocabulary</li> <li>-identify the lessons that the father imparts</li> <li>-comment on the theme and meaning of the poem</li> <li>-analyze the poem and identify the poetic devices</li> <li>-enhance their reading and writing skills</li> </ul>	<p><b>Students will do the following:</b></p> <p><b>Group Activity:</b></p> <p>share the life lessons that their father has shared with them</p> <p>identify the poetic devices incorporated in the poem</p> <p><b>Individual Activity:</b></p> <p><b>Speech Writing:</b> write a speech on the theme- 'The child is father to the man.'</p>	<p><b>Students will be assessed through:</b></p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
<b>MONTH</b>	<b>TOPICS/NO. OF PERIODS</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITY</b>	<b>ASSESSMENT</b>
January	<b>SNAPSHOTS</b>	<b>Each student will be able to:</b>	<b>Students will do the following:</b>	<b>Students will be assessed through:</b>

	<b>The Tale of Melon City</b>	<p>-comment on the title and plot</p> <p>-identify the aspects that make the lesson a satire</p> <p>-identify the literary devices incorporated</p> <p>-discuss the relevance of the theme in the modern world</p>	<p><b>Group Activity:</b> identify the literary devices incorporated in the lesson</p> <p>discuss the satiric elements present in the lesson</p> <p><b>Individual Activity:</b></p> <p><b>Speech Writing:</b> Poster making- design a poster to promote tourism in the Melon City</p>	<p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
<b>January</b>	<b>Assessment of Speaking and Listening Skills</b>	<p><b>Each student will be able to</b></p> <p>- listen carefully to the podcast</p> <p>-speak in the English language confidently</p> <p>- use the language and vocabulary appropriately</p>	<p><b>Students will do the following-</b></p> <p><b>Individual Activity:</b></p> <p>ALS Activity</p>	<p><b>Students will be assessed through:</b></p> <p>Viva Project work</p>
<b>MONTH</b>	<b>TOPICS/NO. OF PERIODS</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITY</b>	<b>ASSESSMENT</b>
<b>February</b>	<b>Revision of the format of all the writing skills and lessons covered in the class</b>	<p><b>Each student will be able to-</b></p> <p>recall the formats of the writing skills and discuss the same</p> <p>draft sample answers for the given questions</p>	<p><b>Each student will do the following:</b></p> <p>attempt all the questions given for practice</p> <p>discuss their answers in the class</p>	<b>End Term Examination</b>

## Psychology

Month	Topics covered	Learning outcome	Activities	Assessments
July	Chapter 1: What is Psychology?	Each student will be able to:	<ul style="list-style-type: none"> <li>Discussion on what each students thinks about</li> </ul>	<ul style="list-style-type: none"> <li>Assignments</li> <li>Practice sheets</li> </ul>

	<ul style="list-style-type: none"> <li>● Psychology as a Discipline</li> <li>● Psychology as a Natural Science</li> <li>● Psychology as a Social Science</li> <li>● Understanding Mind and Behaviour</li> <li>● Popular Notions about the Discipline of Psychology</li> <li>● Evolution of Psychology</li> <li>● Development of Psychology in India</li> <li>● Branches of Psychology</li> <li>● Themes of Research and Applications</li> <li>● Psychology and Other Disciplines</li> <li>● Psychologists at Work</li> <li>● Psychology in Everyday Life</li> </ul> <p>Chapter 2: Methods of Enquiry in Psychology</p> <ul style="list-style-type: none"> <li>● Goals of Psychological Enquiry</li> <li>● Steps in Conducting Scientific Research</li> <li>● Alternative Paradigms of Research</li> <li>● Nature of Psychological</li> </ul>	<ul style="list-style-type: none"> <li>● Explain the nature and role of psychology in understanding mind and behaviour</li> <li>● State the growth of Psychology</li> <li>● Describe the different schools of Psychology</li> <li>● Explain the various branches of Psychology</li> <li>● Explain the relationship of Psychology with other disciplines</li> <li>● Describe the different fields of psychology</li> <li>● State the various professions of psychologists</li> </ul> <p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>● Explain the goals and nature of psychological enquiry</li> <li>● Describe some important methods of psychological enquiry</li> <li>● Identify independent and dependent variables</li> <li>● Create a hypothesis</li> </ul>	<p>Psychology as a discipline.</p> <ul style="list-style-type: none"> <li>● Exploring how music acts as a therapy and how certain songs have proven to benefit patients medically.</li> <li>● Identification of overt and covert behaviours in everyday life.</li> </ul> <ul style="list-style-type: none"> <li>● Creating hypothesis from research questions</li> <li>● Identifying different types of variables in a given hypothesis</li> </ul>	<ul style="list-style-type: none"> <li>● MCQ</li> <li>● Quiz</li> </ul> <ul style="list-style-type: none"> <li>● Assignments</li> <li>● Practice sheets</li> <li>● Google MCQ</li> <li>● Quiz</li> </ul>
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	<p>Data</p> <ul style="list-style-type: none"> <li>Some Important Methods in Psychology <ul style="list-style-type: none"> <li>Observational Method</li> <li>Experimental Method</li> </ul> </li> </ul>			
August	<ul style="list-style-type: none"> <li>Some Important Methods in Psychology <ul style="list-style-type: none"> <li>Correlational Research</li> <li>Survey Research</li> <li>Psychological Testing</li> <li>Case Study</li> </ul> </li> </ul> <p>Chapter 3: The Bases of Human Behaviour</p> <ul style="list-style-type: none"> <li>Evolutionary perspective on human behavior.</li> <li>Biological and cultural roots; Nervous system and endocrine system.</li> <li>Role of neurotransmitters in behavior.</li> <li>Genetic bases of behavior.</li> <li>Cultural and human behavior <ul style="list-style-type: none"> <li>Socialization,</li> <li>Enculturation,</li> <li>Acculturation</li> </ul> </li> </ul>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>Explain correlational method</li> <li>Explain reliability, validity and norms</li> <li>Explain case study method</li> <li>Explain the evolutionary perspective on human behavior.</li> <li>State the functions of endocrine glands Explain the role of genetic factors in determining behaviour</li> <li>Explain the role of neurotransmitters</li> <li>Differentiate between sympathetic and parasympathetic nervous system</li> <li>Describe the processes of enculturation, socialization and acculturation</li> </ul>	<ul style="list-style-type: none"> <li>Determining the most appropriate method of enquiry for different research problems.</li> <li>Brain hat would be made to show the four lobes of cerebrum</li> <li>Discussion on whether psychologist should study physiology or not</li> </ul>	<ul style="list-style-type: none"> <li>Assignments</li> <li>Practice sheets</li> <li>Google MCQ</li> <li>Quiz</li> <li>Assignments</li> <li>MCQ</li> <li>Practice Sheet</li> <li>Quiz</li> </ul>



September	<p>Chapter 4: Human Development</p> <ul style="list-style-type: none"> <li>• Meaning of development</li> <li>• Life-span perspective on development</li> <li>• Bronfenbrenner's contextual view of development.</li> <li>• Overview of developmental stages <ul style="list-style-type: none"> <li>- Prenatal development</li> <li>- Childhood</li> <li>- Adolescence</li> </ul> </li> </ul> <p>Revision of Term 1 exam syllabus</p>	<p>Each child will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the meaning and process of development</li> <li>• Explain the influence of heredity and environment on human development</li> <li>• Identify the stages of development</li> <li>• Describe the major characteristics of infancy, childhood and adolescence</li> </ul>	<p>Memory book will be made by citing own childhood experiences and pasting photographs and then categorizing them on the basis of Piaget's theory.</p>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• MCQ</li> <li>• Practice Sheet</li> <li>• Quiz</li> </ul>
October	<p>Chapter 5: Sensory, attentional and perceptual processes</p> <ul style="list-style-type: none"> <li>• Sense modalities</li> <li>• Attentional processes</li> <li>• Perceptual processes</li> <li>• The perceiver</li> <li>• Principles of perceptual organization</li> <li>• Perception of space,</li> </ul>	<p>Each child will be able to:</p> <ul style="list-style-type: none"> <li>• Explain principles of perceptual organization</li> <li>• Describe perceptual constancies</li> <li>• Explain cues of depth perception</li> <li>• Explain different types of illusions</li> <li>• State the role of</li> </ul>	<ul style="list-style-type: none"> <li>• Students will do the activity on convergence with the help of a pencil</li> <li>• Muller Lyer illusion activity will be done in class</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Practice Sheet</li> <li>• MCQ</li> <li>• Quiz</li> </ul>

	<p>depth and distance</p> <ul style="list-style-type: none"> <li>• Perceptual constancies</li> <li>• Illusions</li> <li>• Socio-cultural influences on perception</li> </ul>	socio-cultural factors in perception		
November	<p>Chapter 6: Learning</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Nature of learning</li> <li>• Paradigms of learning</li> <li>• Classical Conditioning (Determinants of Classical Conditioning)</li> <li>• Operant/Instrumental Conditioning (Determinants of Operant Conditioning)</li> <li>• Key learning processes</li> <li>• Observational learning</li> <li>• Cognitive learning</li> <li>• Learning Disabilities</li> </ul>	<p>Each child will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the nature of learning</li> <li>• State the paradigms of learning</li> <li>• Explain classical conditioning</li> <li>• Explain operant conditioning</li> <li>• Differentiate between reinforcement and punishment</li> <li>• Describe observational learning</li> <li>• State the different types of recall in verbal learning</li> <li>• Describe learning Disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of old childhood memories that demonstrate observational learning.</li> <li>• Identifying the different behaviours learnt through classical and operant conditioning in our life.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Practice Sheet</li> <li>• MCQ</li> <li>• Quiz</li> </ul>

	<p>Chapter 7: Human Memory</p> <ul style="list-style-type: none"> <li>• Nature of memory</li> <li>• The stage model</li> <li>• Memory systems</li> <li>• Types of long term memory</li> </ul>	<p>Each child will be able to:</p> <ul style="list-style-type: none"> <li>• Explain nature of memory</li> <li>• Describe the stage model</li> <li>• State the memory systems</li> <li>• State the types of long term memory</li> </ul>		
December	<ul style="list-style-type: none"> <li>• Nature and causes of forgetting</li> <li>• Mnemonics</li> </ul> <p>Chapter 8: Thinking</p> <ul style="list-style-type: none"> <li>• Nature of thinking</li> <li>• Problem solving</li> <li>• Reasoning</li> <li>• Nature and process of creative thinking</li> <li>• Thought and Language</li> </ul> <p>Chapter 9: Motivation and Emotion</p> <ul style="list-style-type: none"> <li>• Nature of motivation</li> <li>• Types of motives</li> <li>• Maslow's hierarchy of</li> </ul>	<p>Each child will be able to:</p> <ul style="list-style-type: none"> <li>• Explain theories of forgetting</li> <li>• Describe the different types of Mnemonics</li> </ul> <p>Each child will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the nature of thinking</li> <li>• Describe mental image</li> <li>• Explain functional fixedness</li> <li>• Explain linguistic relativity hypothesis</li> </ul> <p>Each child will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the motivation cycle</li> <li>• Describe types of motives</li> <li>• Explain Maslow's theory</li> <li>• Explain types of conflicts</li> <li>• Explain theories of emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Create mnemonics for different theories</li> </ul> <ul style="list-style-type: none"> <li>• Students will close eyes and imagine an ice cream and then later describe how it looked to create a mental image</li> </ul> <ul style="list-style-type: none"> <li>• Create a motivation cycle with a specific goal</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Practice Sheet</li> <li>• MCQ</li> <li>• Quiz</li> </ul>

	<p>needs</p> <ul style="list-style-type: none"> <li>• Frustration and conflict</li> <li>• Theories of emotion</li> </ul>			
January	<p>Class XII syllabus</p> <p>Chapter 3: Meeting life challenges</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Nature, types and sources of stress</li> <li>• A measure of stressful life events</li> <li>• Effects of stress on psychological functioning and health</li> <li>• Examination anxiety</li> <li>• Stress and health general</li> <li>• Adaptation Syndrome</li> <li>• Stress and Immune System</li> <li>• Coping with stress</li> <li>• Stress management techniques</li> <li>• Promoting positive health and well-being</li> <li>• Life Skills</li> <li>• Resilience and Health</li> </ul>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>• Explain nature of stress</li> <li>• State sources of stress</li> <li>• Differentiate between eustress and distress</li> <li>• Explain effects of stress on psychological functioning</li> <li>• Describe GAS model</li> <li>• Explain the relationship between stress and immune system</li> <li>• Explain ways of coping with stress</li> <li>• Explain the various stress management techniques</li> <li>• Explain life skills Describe resilience</li> </ul>	<ul style="list-style-type: none"> <li>• Responding on a stress rating scale</li> <li>• Task to analyze problem focused coping from given situations.</li> <li>• Creative visualization</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Practice Sheet</li> <li>• MCQ</li> <li>• Quiz</li> </ul>

	Revision of Term 2 syllabus			
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### HOME SCIENCE

<b><u>MONTH</u></b>	<b><u>NO. OF PERIODS/TOPICS COVERED</u></b>	<b><u>LEARNING OUTCOME</u></b>	<b><u>ACTIVITIES</u></b>	<b><u>ASSESSMENTS</u></b>
JULY (20 DAYS)	<b>UNDERSTANDING ONESELF: (08 days)</b> <b>ADOLESCENCE</b> <ul style="list-style-type: none"> <li>- Who am I? (1 class)</li> <li>- Development and characteristics of self (2 classes)</li> <li>- Influences on identity: (1 class) biological and physical changes; socio-cultural effects; emotional changes; Cognitive changes (4 classes)</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>- Explain the concept of self-esteem and self-identity.</li> <li>- Outline the changes in self-description from infancy to adolescence.</li> <li>- Describe influence of biological and physical changes on identity of adolescent.</li> <li>- Recite the emotional changes in the stage</li> </ul>	Padlet activity, jam board, group discussion on adolescence a phase of dilemma and disagreements.	1) Google form 2) Kahoot quiz 3) Class test (google form)
	<b>FOOD, NUTRITION, HEALTH AND FITNESS (7days)</b> <ul style="list-style-type: none"> <li>- Balanced Diet (1 class)</li> <li>- Food Groups (1 class)</li> <li>- Diet for Adolescent (2 class)</li> <li>- Factors influencing eating behaviors,</li> <li>- Eating disorders. (2 classes)</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>- define the terms food, nutrition, health, fitness and balanced diet.</li> <li>-explain the food groups</li> <li>- Outline the changes in diet of an adolescent.</li> <li>- highlight the factors influencing eating behavior.</li> </ul>	1) Record a 24 hour diet for yourself and calculate your BMI on that basis  2) Plan a suitable balanced diet for an adolescent keeping in mind his likes and dislikes.	1) Oral questioning  2) Worksheet  3) Assignment questions 4) Class test

	- Practical (2 classes)	-explain the term eating disorders.		
	<b>NUTRITION, HEALTH &amp; HYGIENE (5 DAYS)</b> - Health and its dimensions (1 day) - Health indicators (2 days) - Nutrients, nutrition and health (1day) - Factors affecting nutritional wellbeing (1 day)	Students will be able to – - Discuss the importance of health and its dimensions - Outline the relationship between nutrition and health - Identify the consequences of under- and over- nutrition - Enumerate the functions and diseases of each nutrient.	To prepare a food thali (any cuisine) that has nearly all macro and micro nutrients. Make a small video presentation of the same.	- Worksheet - Assignment - Class test
<b>AUGUST (19 days)</b>	<b>MANAGEMENT OF RESOURCES (6 days)</b> Classification of resources (1day) -Characteristics of resources (2 days) -Steps in management or management process (3 days)	Students will be able to - Define the term 'resources' - Classify Resources - State the characteristics of resources - Recognize the importance of management - Apply management process in real life situations	<b>Activity:</b> To identify 10 resources available in the neighborhood and to classify them under human and non-human resources.	A) Oral questioning B) Worksheet C) Assignment questions Class test
	<b>FABRICS AROUND US (6 days)</b> - Fibers and its classification (2 days) - Characteristics and suitability to use of- cotton, silk, wool, rayon, nylon, polyester, blended fabrics (2 days) - Comparison of different fabrics (2 days)	Students will be able to- define fibre and yarn. - Classify fibers - List the properties of each fiber type - Analyze the suitability of various fibres.	<b>ART INTEGRATION</b> Collect samples of different types of fabrics easily available at home. Make a collage with the same	- Worksheet - Assignment - Class test
	<b>NUTRITION, HEALTH AND WELL BEING (07 days)</b> - During infancy Nutritional needs Breastfeeding Weaning foods Immunization Problems in infants (3 classes) - During pre-school stage Nutritional needs	Students will be able to- - Describe the nutritional needs of children at different stages of development - Plan balanced meals for children - Elaborate on the food habits - Outline health and nutritional problems of children Describe the immunization schedule that is suitable for them	Activity: Prepare an educational tool to enumerate the importance of healthy eating, for a target audience of 6-10 years. -	Worksheet Assignment - Class test

	<p>Healthy eating Feeding CWSN Immunization (3 classes)</p> <ul style="list-style-type: none"> <li>- For school-going children</li> </ul> <p>Nutritional needs Diet planning Factors affecting diet (4 classes)</p>			
<p><b>SEPTEMBER – 22 DAYS</b></p> <p><b>(7 DAYS TEACHING, REST OF THE DAYS REVISION AND EXAMS)</b></p>	<p><b>MEDIA AND COMMUNICATION TECHNOLOGY (7 DAYS)</b></p> <ul style="list-style-type: none"> <li>• What is Communication and Classification of communication (1day)</li> <li>• How does communication takes place (1day)</li> <li>• Media classification and functions → What is communication technology (1day) <ul style="list-style-type: none"> <li>• Classification of communication technologies (2days)</li> <li>• Modern communication technologies(1day)</li> </ul> </li> </ul>	<p>Each child will be able to:</p> <ul style="list-style-type: none"> <li>- Define the term media, communication and technology</li> <li>- Classify the different types of media</li> <li>- Tabulate the functions of media and communication</li> </ul>	<p>Collaborative google slides activity</p>	<ul style="list-style-type: none"> <li>- Worksheet</li> <li>- Assignment</li> <li>- Class test</li> </ul>
<p><b>OCTOBER – 13 DAYS</b></p>	<p><b>RESOURCES AVAILABILITY AND MANAGEMENT (7 days)</b></p> <ul style="list-style-type: none"> <li>- Time Management (1 day)</li> <li>- Formulating a time plan (2days)</li> <li>- Steps of energy conservation (2 days)</li> <li>- Space management: principles (2 days)</li> </ul>	<p>Students will be able to-</p> <ul style="list-style-type: none"> <li>- Describe time and space as important resources.</li> <li>- Discuss ways of managing time and space</li> <li>- Enumerate the tools in time management.</li> <li>- Enlist the principles of space management.</li> </ul>	<p>Aesthetic organization of your room to enhance space, by incorporating different elements and principles of design</p>	<ul style="list-style-type: none"> <li>- Worksheet</li> <li>- Assignment</li> <li>- Google form</li> </ul>
	<p><b>SURVIVAL, GROWTH AND DEVELOPMENT (6 days)</b></p> <ul style="list-style-type: none"> <li>- Growth and development (2 classes)</li> <li>- Domains of development (2 classes)</li> <li>- Stages of development (2 classes)</li> <li>-</li> </ul>	<p>Students will be able to-</p> <ul style="list-style-type: none"> <li>- Explain survival, growth and development</li> <li>- Differentiate between growth and development</li> <li>- Elaborate on the characteristics of different domains of development at each stage of life till adolescence</li> <li>- Outline developmental milestones</li> </ul>	<p><b>Activity:</b> Visit to the online school nursery and observe the preschooler. Make the observations across all the domains of development. Write a report on the same.</p>	<ul style="list-style-type: none"> <li>- Worksheet</li> <li>- Assignment</li> <li>- Class test</li> </ul>
<p><b>NOVEMBER – 21 DAYS</b></p>	<p><b>HEALTH &amp; WELLNESS (during adulthood) (10 DAYS)</b></p>	<p>Students will be able to-</p> <ul style="list-style-type: none"> <li>- Outline the importance of health and fitness</li> </ul>	<p>Make a diet chart for adult, outlining portion size and dos and don'ts of eating.</p>	<ul style="list-style-type: none"> <li>- Worksheet</li> <li>- Assignment</li> </ul>

	<ul style="list-style-type: none"> <li>- Health parameter like BMI (2 classes)</li> <li>- Fitness (2 classes)</li> <li>- Wellness and its dimensions (1 class)</li> <li>- Stress and coping with it (2 classes)</li> <li>- Practical (3 classes)</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the health concerns and challenges during adulthood</li> <li>- Describe the concept of wellness</li> <li>- Describe the steps to promote good health</li> </ul>	Assess the BMI of self and all members of the family. Suggest corrective measures, if required.	<ul style="list-style-type: none"> <li>- Class test</li> </ul>
	<p><b>OUR APPAREL (11 days)</b></p> <ul style="list-style-type: none"> <li>- Functions (3 classes)</li> <li>- Factors affecting clothes selection (3 classes)</li> <li>- Clothing requirement at different childhood stages and during adolescence (3 classes)</li> <li>- Practical (2 classes)</li> </ul>	<p>Students will be able to-</p> <ul style="list-style-type: none"> <li>- Enumerate the functions of food</li> <li>- Outline criteria for selection of clothing for children across different age groups</li> <li>- Elaborate on the clothing needs of CWSN</li> </ul>	You have to buy clothes for your 5-year-old nephew. Outline the criteria based on which you will make your selection.	<ul style="list-style-type: none"> <li>- Worksheet</li> <li>- Assignment</li> <li>- Class test</li> </ul>
<b>DECEMBER- 22 DAYS</b>	<p><b>FINANCIAL MANAGEMENT AND PLANNING (11 DAYS)</b></p> <ul style="list-style-type: none"> <li>- Financial management (2 classes)</li> <li>- Types of family income (2 classes)</li> <li>- Family budget and formulations (2 classes)</li> <li>- Record of expenses (1 class)</li> <li>- Meaning of saving and investment (1 classes)</li> <li>- Principles of investment (2 classes)</li> <li>- Practical (2 classes)</li> </ul>	<p>Students will be able to-</p> <ul style="list-style-type: none"> <li>- Understand the meaning and concept of financial management</li> <li>- Know the different types of family income</li> <li>- Explain the steps of making family budget</li> <li>- Define meaning of savings and investments</li> <li>- Elaborate the principles of investment</li> </ul>	<b>Activity-</b> Prepare a weekly record of income and expenditure of your family. Suggest ways to increase income and reduce expenditure.	<ul style="list-style-type: none"> <li>- Worksheet</li> <li>- Assignment</li> <li>- Class test</li> </ul>
<b>DECEMBER</b>	<p><b>CARE &amp; MAINTENANCE OF FABRICS (11 days)</b></p> <ul style="list-style-type: none"> <li>- Laundry and stain removal</li> </ul>	<p>Students will be able to-</p> <ul style="list-style-type: none"> <li>- Enumerate the various aspects of care and maintenance</li> </ul>	<ul style="list-style-type: none"> <li>- Market survey- To survey the market and find out various types of soaps/ detergents/ reagents</li> </ul>	<ul style="list-style-type: none"> <li>- Worksheet</li> <li>- Assignment</li> </ul>



	<p>(2 classes)</p> <ul style="list-style-type: none"> <li>- Different methods of cleaning (2 classes)</li> <li>- Fabric finishes (2 classes)</li> <li>- Properties of fabrics and the methods of care (2 classes)</li> <li>- Care labels (1 class)</li> <li>- Practical (2 classes)</li> </ul>	<ul style="list-style-type: none"> <li>- Outline the procedure for removal of different types of stains</li> <li>- Describe the role of soaps and detergents</li> <li>- Describe the correct process of care of different types of fabrics</li> </ul>	used for washing of garments.	- Class test
	<p><b>COMPLETION OF PRACTICAL FILE:</b></p> <p>1. Plan a budget for a given situation/purpose.</p> <p>2. a) Record the fabrics and apparel used in a day b) Categorize them according to functionality</p> <p>3. Relationship of fiber properties to their usage: a) Thermal property and flammability b) Moisture absorbency and comfort</p> <p>4. (a) Analyze label of any one garment with respect to: Clarity, fiber content, size and care instructions. (b) Prepare one care label of any garment. (c) analyze two different fabric samples for color</p>	<p><b>Each child will be able to:</b></p> <p>1) complete their file work</p> <p>2) learn to use the different fabrics</p> <p>3) evaluate the thermal properties of fibers</p> <p>4) develop and analyze the label of any one garment.</p>	Complete the given activities	Skill presentation
<b>JANUARY</b>	<p><b>REVISION FOR TERM END</b></p> <p>1) Survival, Growth and Development</p> <p>2) Nutrition, Health and Wellbeing</p> <p>3) Our Apparel</p> <p>4) Health and Wellness</p> <p>5) Financial Management and planning</p>	<p><b>Each child will be able to:</b></p> <ul style="list-style-type: none"> <li>- Revise the topics</li> <li>- Clear their doubts</li> <li>- Ask their queries</li> <li>- Prepare well for term 2 exams</li> </ul>	Revision questions from the all topics that were covered during term 1	<ul style="list-style-type: none"> <li>- Worksheet</li> <li>- Class test</li> </ul>

	6) Care and Maintenance of fabrics			
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## GEOGRAPHY

MONTH	TOPIC NO. OF PERIODS	LEARNING OUTCOME	ACTIVITIES (Including art integration)	ASSESSMENTS
<p><b>JULY</b> <b>(20 WD)</b> (32 classes)</p>	<p><b>INTRODUCTION</b> Introduction to the syllabus and pattern of question paper  <b>(2 days)</b></p> <p><b>L-1. Geography as a Discipline (7 Classes)</b> Naturalization of Humans and Humanization of Nature  Physical geography and natural sciences  Branches of Geography.</p>	<p>Each student will be able to Understand the content of the syllabus and pattern of the question paper</p> <p>Each student will be able to: Define geography Explain three sets of questions related to geography . Analyse the relationship between nature and humans (at least 5points)</p> <p>List 4 branches of geography based on systematic and regional geography.</p> <p>Explain physical geography and its importance (5 points).</p>	<p>Observation through Presentation and e- text book</p> <p>Through presentation, pictures examples will be explained. PPT Presentation</p> <p>Students will be asked questions on naturalization of humans and the AMP technique will be used to assess the learning outcome.</p> <p>Branches of geography will be discussed via concept mapping,</p> <p>Link for flipped classroom- <a href="https://www.youtube.com/watch?v=bl6-4KPsDT0">https://www.youtube.com/watch?v=bl6-4KPsDT0</a> <a href="https://youtu.be/8McizDCj6qE">https://youtu.be/8McizDCj6qE</a> <a href="https://youtu.be/f4KrefebLxg">https://youtu.be/f4KrefebLxg</a> <a href="https://youtu.be/cbMe5CP9unQ">https://youtu.be/cbMe5CP9unQ</a></p> <p><b>Art integration –</b> Collect Images of humanizing nature and naturalizing humans. compare and contrast by making a progressive flow chart</p> <p>Brain storming Collaborate learning PPT Presentation Experimental learning – with the help of balloon explain the concept of expanding universe Blending learning-</p>	<p>-----</p> <p>MCQs Hot questions Exercise from a textbook. Assignments Picture based questions</p> <p>MCQs, hot questions</p>

<p><b>2. The origin and Evolution of the earth (8 days)</b>          Binary Theories          Modern theories of origin of the universe– Big bang theory and their stages          The star formation          Formation of planets          Our solar system- terrestrial planets and Jovian planets          Evolution of the Earth</p> <p><b>L-3. Interior of the Earth (8 classes)</b></p> <p>Sources: direct and indirect. Earthquake, types, and its effects</p> <p>Structure of the Earth          Volcanoes and their types.</p>	<ul style="list-style-type: none"> <li>Each student will be able to:</li> </ul> <p>Explain nebular hypothesis          Explain the stages of development of the universe.          Analyze the 3 stages of development of planets          Difference in 2 theories of stages of formation of Moon.          Identify the terrestrial planets and Jovian planets on the different basis (5 points).          Difference between pure planets and Dwarf planets (4 points)          Correlate the evolution of Lithosphere, Atmosphere, and Hydrosphere. And the origin of life</p>	<p>to find out through books, magazines or the internet- the characteristics which make different Planets different but from the same origin</p> <p>Audiovisual links  <a href="https://youtu.be/2HoTK_Gqi2Q">https://youtu.be/2HoTK_Gqi2Q</a>  <a href="https://youtu.be/libKVRa01L8">https://youtu.be/libKVRa01L8</a>          Wakelet Link  <a href="https://wke.lt/w/s/tLI9bO">https://wke.lt/w/s/tLI9bO</a></p> <p>PPT Presentation          Flow Chart of sources of the interior of the earth          Diagrams of the structure of the earth and their characteristics</p> <p>Collect Images of Volcanoes.          Types of volcanoes          Linked for flipped:  <a href="https://www.youtube.com/watch?v=N9ncfAsmiSg">https://www.youtube.com/watch?v=N9ncfAsmiSg</a>  <a href="https://youtu.be/p_JqDZB1YiY">https://youtu.be/p_JqDZB1YiY</a>  <a href="https://youtu.be/Br5XtmLzV-c">https://youtu.be/Br5XtmLzV-c</a>  <a href="https://youtu.be/7c-m0-FICio">https://youtu.be/7c-m0-FICio</a></p> <p>Map of continental drift theory- Students will observe the map and evidence of continental drift theory          Images of evidence of continental drift theory</p> <p>Map of plate boundaries          Students will demonstrate the movement of plate boundaries</p> <p>GIF file of movement of the Indian plate          Students will observe and locate the ring of fire on the world map with justification to its name.</p>	<p>Picture base Questions</p> <p>Assignments</p> <p>QUIZ –<a href="https://sciencekids.in/quiz-about-planets/">https://sciencekids.in/quiz-about-planets/</a>          SETERA ONLINE QUIZ  <a href="https://online.seterra.com/en/vgp/3123?c=RDWUE">https://online.seterra.com/en/vgp/3123?c=RDWUE</a>          Online games <a href="https://www.britannica.com/quiz/solar-system-planets-fact-or-fiction">https://www.britannica.com/quiz/solar-system-planets-fact-or-fiction</a>  <a href="https://www.proprofs.com/quiz-school/story.php?title=science-planets-quiz">https://www.proprofs.com/quiz-school/story.php?title=science-planets-quiz</a></p> <p>MCQs,</p> <p>hot questions</p> <p>Picture based Questions</p> <p>Assignments</p>
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	<p><b>L- 4. Distribution of Oceans and Continents (7 classes)</b></p> <p>Continental drift theory</p> <p>Plate tectonics</p> <p>Types of plate boundaries.</p>	<p>Each student will be able to:</p> <p>Define exogenic and endogenic forces</p> <p>List 2 major sources of information about the interior of the earth</p> <p>Explain 2 types of earthquake waves.</p> <p>Analyse the effects of earthquakes (5 points)</p> <p>Describe volcanoes and its types</p> <p>Each student will be able to:</p> <p>Describe continental drift theory with evidence</p> <p>Define Pangea and Panthalassa.</p> <p>Explain the distribution of earthquakes and volcanoes in the world.</p> <p>List major seven</p>	<p>Link for flipped classroom-  <a href="https://www.youtube.com/watch?v=oO:542f5p0Y">https://www.youtube.com/watch?v=oO:542f5p0Y</a>  <a href="https://www.nationalgeographic.org/media/plate-tectonics/">https://www.nationalgeographic.org/media/plate-tectonics/</a></p> <p><b><u>Art integration- Jigsaw puzzle on continents (evidence of continental drift)</u></b></p>	
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		<p>plates Illustrate three types of plate boundaries.</p> <p>Explain the movement the of Indian plate.</p>		
<p><b>August</b> <b>(19 WD/ 30 TP)</b></p>	<p><b>L- 6. Geomorphic Processes (8 classes)</b> Factors affecting landforms Types of geomorphic processes Weathering: physical, chemical and biological Mass wasting Factors affecting soil formation</p> <p><b>7. Landforms and their Evolution (6 classes)</b> Agents of change Working with running water, glaciers and wind Erosional and</p>	<p>Each student will be able to: Define geomorphic process Explain diastrophic movements Describe weathering and its role in soil formation Define mass wasting and list its types Explain slow movements and rapid movements</p> <p>Each student will be able to: Explain the stages of river. Illustrate the formation of V shaped valleys, waterfalls, moraines (features formed by Glaciers).</p>	<p>Students will be asked a question on types of rocks on the basis of formation and AMP technique will be used to assess. Concept Mapping AMP technique will be used. Cooperative Learning Brain Storming Buzz Activity Identify the Pictures and Diagrams Audio visual link <a href="https://youtu.be/9ga0Mt7HpGY">https://youtu.be/9ga0Mt7HpGY</a> <a href="https://youtu.be/hihDWPQ2EHo">https://youtu.be/hihDWPQ2EHo</a></p> <p>Flow chart for weathering. Students will draw soil profiles. Students will do concept mapping for types of weathering</p> <p>Wakelet link <a href="https://wke.it/w/s/QS0auG">https://wke.it/w/s/QS0auG</a></p> <ul style="list-style-type: none"> <li>• Images of landforms. Students will draw types of landforms</li> <li>• Newspaper clippings Audiovisual on formation of landforms. Students will discuss movement of wind and water for formation of landforms.</li> </ul>	<p><b>Weekly Test- 1</b> <b>5.8.22</b></p> <p>MCQs, hot questions Diagram based Questions Assignments</p> <p>MCQs, hot questions Diagram based Questions Assignments</p>

<p>depositional landforms Coastal topography, desert landforms <b>.8: Composition and Structure of Atmosphere (6 classes)</b></p> <p>Major gases and their roles Layers of atmosphere</p> <p>Elements of weather and climate</p> <p>Book-2 1. <b>India – Location (5 classes)</b></p> <p>Indian subcontinent</p> <p>Standard meridian</p> <p>Size and location</p> <p>India and its neighbours</p>	<p>Describe the role of sea waves. Explain the formation of coastal and desert landforms.</p> <p>Each student will be able to: Define atmosphere and its importance List importance of CO<sub>2</sub> and O<sub>2</sub> in the atmosphere Describe the significance of water vapour and dust particles in the atmosphere. Explain the importance of troposphere and stratosphere</p> <p>Each student will be able to: Locate the extent of India from north to south and east to west.</p> <p>Recall the longitudinal and latitudinal extent of India.</p>	<ul style="list-style-type: none"> <li>Flow chart for types of landforms.</li> </ul> <p>Students will discuss the characteristics of each atmospheric layer. Students will draw the structure of atmosphere.</p> <p>Students will be quizzed on composition of atmosphere AMP technique will be used. Group Discussion Quiz Drawing diagrams and analysing</p> <p><b>Link for the flipped class</b> <a href="https://youtu.be/7qzq4myWAEA">https://youtu.be/7qzq4myWAEA</a> <a href="https://wke.lt/w/s/FKr7MN">Wakelet link</a> <a href="https://wke.lt/w/s/FKr7MN">https://wke.lt/w/s/FKr7MN</a></p> <p>PPT Presentation Map Activity Locate and label the standard meridian of India, neighbouring countries on the map of India Brain Storming and use of AMP technique Evaluate the importance of the standard meridian (IST) in India Analyse the importance of the strategic location of India. Analysing How have trade routes expanded over time Presentation based questions <a href="https://youtu.be/B7Cf7jwlquc">https://youtu.be/B7Cf7jwlquc</a></p> <p>Learning through maps on BHUVAN PORTAL Wakelet Link <a href="https://wke.lt/w/s/YXKKuu">https://wke.lt/w/s/YXKKuu</a></p> <ul style="list-style-type: none"> <li>Students will locate and label all major physiographic division of India.</li> <li>Students will do concept mapping on</li> </ul>	<p>MCQs, hot questions map based Questions Assignments</p> <p>MCQs, hot questions map based Questions Assignments</p> <p>MCQs, hot questions Map based Questions</p>
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	<p>BOOK-2  <b>L-2 Structure and Physiography (5 Classes)</b>  Geological divisions of India  Himalayas- evolution, classification  Plains- formation and characteristics  Plateaus- evolution and subtypes  Desert- characteristics  Coastal- ghats  Islands</p>	<p>Justify the importance of standard meridian (2 points).</p> <p>Identify the States of India sharing a common international border with our neighbouring countries</p> <p>Each student will be able to:  List geological divisions of India.  Locate different ranges of the Himalayas.  Describe the evolution of the peninsular plateau.  Write a note on the Indian desert.  Distinguish between western and eastern ghats.  Differentiate between Andaman and Nicobar Islands and Lakshadweep islands.</p>	<p>physiographic divisions of India.</p> <p>Students will locate and label 10<sup>th</sup> and 11<sup>th</sup>-degree channel  BHUVAN PORTAL will be used to show the physiography of India</p>	<p>Assignments</p>
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<p><b>September (22 WD/ 17 TP) (8 Classes per week)</b></p>	<p><b>BOOK-2 L-3 Drainage (8 classes)</b> The drainage system in India</p> <p>Himalayan rivers and Peninsular rivers.</p> <p>Patterns of drainage system</p> <p>River regime Utilization of river water</p> <p><b>Revision of term -1 topics (9 classes)</b> <b>Practical and Theory</b></p>	<p>Each student will be able to: Define watershed, and drainage.</p> <p>Classify river basins</p> <p>Distinguish between Himalayan and peninsular rivers.</p> <p>Write a note on patterns of drainage.</p> <p>Explain the river regime. Analyse the level of utilization of river water.</p> <p>Each student will be able to: Explain the effect of slope and latitude on insolation.</p> <p>Each child will be able to Locate and label the physical features of India,</p>	<p>BHUVAN PORTAL will be used for showing the river and regime and drainage pattern Flipped class and independent learning links <a href="https://youtu.be/999ngri_BHM">https://youtu.be/999ngri_BHM</a> <a href="https://youtu.be/8WpwhUu8h7s">https://youtu.be/8WpwhUu8h7s</a> <a href="https://youtu.be/ul78xoEkm0c">https://youtu.be/ul78xoEkm0c</a> <a href="#">Wakelet link</a> <a href="https://wke.lt/w/s/zhrR95">https://wke.lt/w/s/zhrR95</a></p> <p>Map Activity on east-flowing and west-flowing rivers</p> <p>Concept Mapping Brain Storming on river regime Discussion on pollution of rivers</p> <p>Map activity</p>	<p>MCQs, hot questions Picture based Questions Assignments QUIZ <a href="https://quizizz.com/admin/quiz/612a77ef835a4a001d116d60">https://quizizz.com/admin/quiz/612a77ef835a4a001d116d60</a> <a href="https://www.bbc.co.uk/bitesize/guides/zttrd2p">https://www.bbc.co.uk/bitesize/guides/zttrd2p</a> <a href="https://quizizz.com/admin/quiz/56dd9a1c92b0bf9064730959">https://quizizz.com/admin/quiz/56dd9a1c92b0bf9064730959</a> <a href="https://quizizz.com/join/quiz/5800cff00a2ad1e84f7e87fb/start?studentShare=true">https://quizizz.com/join/quiz/5800cff00a2ad1e84f7e87fb/start?studentShare=true</a> <a href="https://quizizz.com/join/quiz/5f884b29e65752001ca03bfb/start?studentShare=true">https://quizizz.com/join/quiz/5f884b29e65752001ca03bfb/start?studentShare=true</a></p> <p>Oral and written test Mid-Term Examinations – 21st September – 30th September 2022</p>
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<p><b>OCTOBER (13 WD/ 18 TP)</b></p>	<p><b>9. Solar Radiation, Heat Balance and Temperature (9 Days)</b></p> <p>Heating and cooling of the atmosphere.</p> <p>Factors controlling temperature</p> <p>Horizontal and vertical distribution of temperature.</p> <p>Inversion of temperature</p> <p><b>10. Atmospheric Circulation and Weather system (9 Classes)</b></p> <p>Atmospheric pressure and its importance</p> <p>Distribution of atmospheric pressure</p> <p>Types of winds</p> <p>Origin of monsoons</p> <p>Air mass and</p>	<p>Define radiation, convection and conduction.</p> <p>Define isotherms.</p> <p>Illustrate horizontal and vertical distribution of temperature.</p> <p>Each student will be able to:</p> <p>Define atmospheric pressure with its unit</p> <p>Understand the use of barometer</p> <p>Define isobar and its importance</p> <p>Classify winds</p> <p>Distinguish between a warm and cold front</p> <p>Describe different types of cyclones</p>	<p>Students will discuss the effectiveness of sun rays when fallen upon at different angles.</p> <p>Diagram of the horizontal and vertical distribution of temperature</p> <p>Brain Storming session on factors controlling temperature.</p> <p>Students will be quizzed upon the concept taught.</p> <p>AMP technique will be used.</p> <p>Group Discussion</p> <p>Diagrams and Picture analysing</p> <p>Drawing Flow diagram</p> <p><b>Art integration- prepare PPT on factors affecting temperature and the impact of global warming</b></p> <p><b>LINKS</b></p> <p><a href="https://youtu.be/nr3JCDx8PfE">https://youtu.be/nr3JCDx8PfE</a></p> <p><a href="https://youtu.be/7Ta8MfxvlaY">https://youtu.be/7Ta8MfxvlaY</a></p> <p><a href="https://youtu.be/ZeLw2r0Bdt4">https://youtu.be/ZeLw2r0Bdt4</a></p> <p><a href="https://youtu.be/BQTbzaO6VXs">https://youtu.be/BQTbzaO6VXs</a></p> <p><b>Wakelet link</b></p> <p><a href="https://wke.lt/w/s/mLse4L">https://wke.lt/w/s/mLse4L</a></p> <p>Students will share their gathered information.</p> <p>Students will draw the types of fronts.</p> <p>Students will discuss the difference between types of cyclones.</p> <p>Students will do the map activity. World map- Cyclone regions</p> <p>Audio visual links</p> <p><a href="https://youtu.be/tQQI6mxMQ70">https://youtu.be/tQQI6mxMQ70</a></p> <p><a href="https://youtu.be/W2UDbDXXYGE">https://youtu.be/W2UDbDXXYGE</a></p> <p><a href="https://youtu.be/d29XoUML6Do">https://youtu.be/d29XoUML6Do</a></p> <p>Wakelet link <a href="https://wke.lt/w/s/7cuuOP">https://wke.lt/w/s/7cuuOP</a></p>	<p>MCQs,</p> <p>hot questions</p> <p>Map based Questions</p> <p>Assignments</p> <p>MCQS,</p> <p>ASSIGNMENTS,</p> <p>QUESTION AND ANSWERS,</p> <p>Picture based question</p>
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	fronts Cyclones and their types			
<b>November (21 WD /32 TP)</b>	<p><b>11. Water in the Atmosphere (8 classes)</b></p> <p>Significance of water vapour Source and distribution</p> <p>Cloud and its types</p> <p>Precipitation and its forms</p> <p><b>L-12 World climate and climate change (4 classes)</b></p> <p><b>L-13 Water (Oceans) (7 Classes)</b> Hydrological cycle Factors affecting ocean water temperature Salinity: factors affecting salinity.</p>	<p>Each student will be able to: Define evaporation, humidity and condensation</p> <p>Explain forms of condensation.</p> <p>Describe the formation of clouds</p> <p>Classify clouds</p> <p>Each student will be able to: Make a list of causes of climate change Suggest to reduce the impact of climate change</p> <p>Each student will be able to: Justify earth as a blue planet. List elements of hydrological cycle. Describe factors affecting temperature distribution of ocean</p>	<p>Students will draw the types of precipitation. Students will discuss the appearance of types of clouds. Students will observe clouds in the city and discuss. Identifying, analysing and discussing on Pictures , Diagrams Flow diagram Group Discussion Quiz <a href="https://youtu.be/blc0Oss4boQ">https://youtu.be/blc0Oss4boQ</a> <a href="https://youtu.be/B7dYgELzMW4">https://youtu.be/B7dYgELzMW4</a> <a href="https://youtu.be/q87Ekar3emA">https://youtu.be/q87Ekar3emA</a></p> <p><a href="#">students will do the concept mapping.</a></p> <p><a href="#">Identify the causes and effects of climate change</a></p> <p>Students will draw hydrological cycle. Students will discuss the factors affecting temperature of water bodies on earth. Students analyse the closed and open water bodies and its variation of salt content in it</p>	<p>MCQS, ASSIGNMENTS, QUESTION AND ANSWERS, Picture based question</p> <p>MCQS, ASSIGNMENTS,</p> <p>MCQS, ASSIGNMENTS, QUESTION AND ANSWERS, Picture based question</p> <p>MCQs,  hot questions</p> <p>Map and Picture based Questions</p> <p>Assignments <b>Class test</b></p>

	<p><b>L-14 Movements of Ocean Water (9 classes)</b> Types of movements in ocean water.</p> <p>Causes of waves</p> <p>Tides: types and formation</p> <p>Ocean Currents: meaning, types, significance</p> <p><b>L-16 Biodiversity and Conservation (4 Days)</b> Introduction Levels of biodiversity Importance of biodiversity Loss of biodiversity IUCN classification of threatened species Conservation of biodiversity</p>	<p>water. Explain salinity in open and closed seas.</p> <p>Each student will be able to: Define waves and their causes</p> <p>Describe the origin of tides List and explain the types of tides.</p> <p>Distinguish between cold and warm currents</p> <p>Explain the importance of tides and ocean currents</p> <p>Each student will be able to: Define biodiversity List three levels of biodiversity List and explain the importance of biodiversity Write a note on loss of biodiversity Classify threatened species Suggest measures to conserve biodiversity.</p>	<p>Students will draw a diagram to explain the characteristics of waves.</p> <p>Diagram of how tides occur. Students will observe warm and cold ocean currents on the world map.</p> <p>Students will analyse the pattern of their movements <a href="https://youtu.be/l1WF8b6HZLM">https://youtu.be/l1WF8b6HZLM</a> <a href="https://youtu.be/p4pWafuvdrY">https://youtu.be/p4pWafuvdrY</a> <a href="https://youtu.be/1ifoCIFKYXQ">https://youtu.be/1ifoCIFKYXQ</a> <a href="https://youtu.be/9Ez1QaJYc8U">https://youtu.be/9Ez1QaJYc8U</a> <a href="https://youtu.be/LRc6k-clzE">https://youtu.be/LRc6k-clzE</a></p> <p>Students will discuss the reasons for the loss of biodiversity. Students will be quizzed on IUCN classification Students will locate and label biological hotspots of the world</p>	<p>MCQs, hot questions Map and Picture based Questions Assignments</p>
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<p><b>December (22 WD / 34 TP)</b></p>	<p><b>BOOK-1</b>  <b>L-15 Life on the earth (5 classes)</b>  <b>ECOLOGY</b>  Types of Ecosystems  Structure and Functions of Ecosystems  Ecological Balance</p> <p><b>Book-2</b>  <b>L-5 Natural Vegetation (7 Classes)</b>  Major types of natural vegetation   National forest policy  Forest cover in India   Wildlife: Management  Biosphere reserves</p> <p><b>L-4 Climate (15 Classes)</b>  Spatial and temporal distribution of temperature, pressure winds</p>	<p>Each child will be able to:  Explain the term ecology  Identify the types of ecosystems.  Explain the Structure and Functions of Ecosystems  List the causes of ecology imbalance.  Suggest the measures to preserve ecology.</p> <p>Each child will be able to:   List and explain the types of forests in India.   Explain the National Forest policy</p> <p>Write a short note on forest cover in India.  List problems faced by wildlife  Suggest measures to conserve wildlife  Locate various biosphere reserves in India</p> <p>Each student will be able to:  Justify the variation</p>	<p>Discussion, Peer tutoring, cooperative learning on Ecology balance</p> <p>Cooperative Learning on urban and social forestry</p> <p>Map Activity on biosphere reserves of India and forests</p> <p>Buzz Activity  Flipped class link   <a href="https://youtu.be/OH0Um9XKrgE">https://youtu.be/OH0Um9XKrgE</a></p> <ul style="list-style-type: none"> <li>• Students will do a brainstorming activity on continentality</li> <li>• Explain the factors determining the climate of India</li> <li>• Brainstorming Impact of ITCZ on monsoon</li> <li>• Students will discuss conditions for monsoon and learn the arrival and retreat of monsoon</li> <li>• Collaborate learning – the rhythm of seasons</li> <li>• Discussion on Local Storms of Hot Weather Season</li> </ul>	<p><b>Weekly Test -2</b>  <b>9.12.22</b>  MCQs,  hot questions</p> <p>Picture based Questions</p> <p>Assignments</p> <p>MCQs,  hot questions</p> <p>Picture based Questions</p> <p>Assignments</p> <p><b>Class test</b></p> <p>MCQs,  hot questions</p> <p>Picture based Questions</p> <p>Assignments</p>
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	<p>and rainfall, Indian monsoon: mechanism, onset and withdrawal, variability of rainfalls: spatial and temporal; use of weather charts</p> <p><b>Natural Hazards and Disaster (7 Classes)</b> Introduction Classification of hazards Meaning, location, causes, effects and mitigation measures of earthquakes, Tsunami, floods, droughts, landslides and tropical cyclones. Disaster management bill</p>	<p>in temperature and precipitation. Write a note on arrival and retreat of monsoon. Branches of Monsoon winds Explain the concept of El Nino, ITCZ</p> <p>Each student will be able to: Distinguish between natural hazard and disaster. Explain the meaning, causes, effects and mitigation measures of various natural disasters. Locate vulnerable regions of various disasters. Write a note on the disaster management bill, 2005.</p>	<ul style="list-style-type: none"> <li>Observe and learn the branches of monsoon</li> <li>Audiovisual links <a href="https://youtu.be/c8VxTNwfmzM">https://youtu.be/c8VxTNwfmzM</a>  <a href="https://youtu.be/sNwbpNwI4T8">https://youtu.be/sNwbpNwI4T8</a> <a href="https://youtu.be/Fo8nlearLZQ">https://youtu.be/Fo8nlearLZQ</a> <a href="https://youtu.be/LuOL_iPoQvM">https://youtu.be/LuOL_iPoQvM</a></li> <li>Students will locate and label vulnerable or hazard rise zones of India. Students will do concept mapping of the classification of hazards. Students will discuss the effects of each disaster.</li> <li>Students will practice the mock drill – Earthquake mitigation measures on the school campus</li> <li>Worksheet – Map work earthquake-prone areas, landslide-prone regions, flood-prone regions</li> </ul>	<p>MCQs, hot questions Picture based Questions Assignments</p>
<p><b>JANUARY</b> <b>(13 WD/ 17 TP)</b></p>	<p><b>L- Water Resources (8 Classes)</b> <b>Class XII</b> Different types of</p>	<p>Each child will be</p>		<p style="text-align: center;"><b>WEEKLY TEST</b> <b>16.1.23</b> Class tests, oral tests, Quiz</p>

	<p>water resources of India: surface, groundwater, lagoons and backwaters. Demand and utilization of water. Deterioration of water quality. Water conservation and management: watershed management and rainwater harvesting. National water policy, 2002</p> <p><b>12. Geographical Perspective on Selected issues and Problems (9 Classes) Class XII</b></p> <p>Environment degradation. Pollution: types and effects. Urbanisation, problems of slums. Prevention and controlling measures of various pollution.</p>	<p>able to: Explain different types of water resources of India. Elaborate on demand and utilization of water. Explain the reasons behind deterioration of water quality. Suggest measures for water conservation</p> <p>Each child will be able to: Explain the meaning of environmental degradation, its causes. List types of pollution with its causes and effects. Explain the factors responsible for problems of slum. Suggest measure for reduction and prevention of pollution.</p>	<ul style="list-style-type: none"> <li>In groups of four, sharing of information on types of water resources in India.</li> <li>Peer tutoring on reasons for increasing demand of water.</li> </ul> <p>Brain Storming for causes and effects of water degradation.</p> <p>Group discussion on methods to conserve water resources.</p> <p>Students will see the rainwater harvesting system of the school</p> <ul style="list-style-type: none"> <li>Students will do concept mapping of causes and effects of types of pollution. Students will discuss the case study of Dharavi as Asia's largest slum.</li> </ul> <p>Students will discuss in groups of four about the controlling measure of various pollution .</p>	<p>MCQs, hot questions Picture based Questions Assignments</p> <p>MCQs, hot questions Picture based Questions Assignments</p>
<p><b>FEBRUARY (20 WD)</b></p>	<p>Revision for End Term Theory and</p>			<p><b>END TERM EXAMINATIONS:</b> <b>FRIDAY, 17 FEBRUARY 2023</b></p>

	Practical			to MONDAY,27 FEBRUARY 2023
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## MATHEMATICS

MONTH	TOPICS / NUMBER OF PERIODS	LEARNING OUTCOMES	ACTIVITIES	ASSESSMENTS
<b>July</b>  <b>Teaching Days: 20</b>	<b>Topic: Sets (5)</b>	<b>Each student will be able to:</b> *define the term set. *represent a set in roaster and set-builder form. *list the various types of sets. *define equal sets. *define a subset. ***define a power set. *define a universal set. *explain the various operations on sets i.e. Union, intersection, complement, difference ***solve practical problems on union and intersection of sets *apply the concept of Venn diagrams for solving statement questions.	Quiz based on Venn Diagram Concept.  <b>Lab activities (SE)</b> 1. Students will find the number of subsets of a given set and verify that if a set has n number of elements, then the total number of sets is $2^n$ (SE)  2. To represent set theoretic operations using Venn diagrams.  3. Students will verify distributive law for three given non-empty sets (SE)	Oral Questions Few questions from Assignment and NCERT Ex-1.2,1.3,1.4,1.5 and Miscellaneous exercise Online Quiz-Google Form 10QsX1m=10m Class Participation  Assignment including MCQs and case study-based questions also.
	<b>Topic: Relations and Functions (7)</b>	<b>Each child will be able to:</b> *define the Cartesian product of sets. *find the number of elements in a Cartesian product. *define a relation. *describe a relation in roaster, set-builder, arrow diagram form. *find the domain and range of a relation. *define a function	<b>Lab activities (SE)</b> 1) To distinguish between a Relation and a Function. 2) To verify that for two sets A and B, $n(A \times B) = p \times q$ and the total number of relations from A to B is $2^{pq}$ , where $n(A) = p$ and $n(B) = q$	Oral Questions  Few questions from Assignment and NCERT Ex-2.1,2.2, 2.3 and Miscellaneous Exercise  Online Quiz-Google Form 10QsX1m=10m

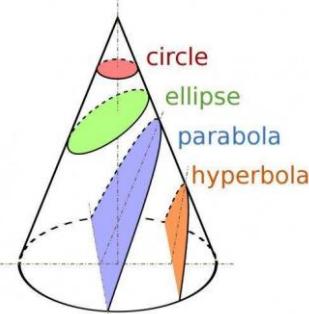


		<ul style="list-style-type: none"> <li>*find the domain and range of a function.</li> <li>*list the various types of function.</li> <li>*draw the graphs of various functions.</li> <li>***acquire knowledge of composition of functions.</li> </ul>																																
	<p><b>Topic:</b> Trigonometric Functions (8)</p>	<p><b>Each child will be able to:</b></p> <ul style="list-style-type: none"> <li>*Identify positive and negative angles.</li> <li>*Measure angles in radian and in degree and conversion from one measure to another.</li> <li>*define trigonometric functions with the help of unit circle.</li> <li>*Signs of trigonometric functions.</li> <li>*find the trigonometric ratio over the domain R</li> <li>*find the trigonometric ratio over the domain R</li> <li>*list the various formulas:</li> </ul> <p> <math>\text{Cos}(A \pm B)</math>  <math>\text{Sin}(A \pm B)</math>  <math>\text{Tan}(A \pm B)</math> </p>	<p><b>Experiential Activity.</b> Trigo Tambola: Students will create colourful tickets using trigonometric identities and formulas. The one who finish line, column or diagonal first will be the winner.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td><b>T</b></td> <td><b>R</b></td> <td><b>I</b></td> <td><b>G</b></td> <td><b>O</b></td> </tr> <tr> <td><math>\frac{1}{2}</math></td> <td><math>\frac{\sqrt{3}}{2}</math></td> <td><i>und.</i></td> <td></td> <td></td> </tr> <tr> <td></td> <td><math>-\frac{1}{2}</math></td> <td></td> <td><math>\frac{\sqrt{2}}{2}</math></td> <td><math>-\sqrt{3}</math></td> </tr> <tr> <td><math>\sqrt{3}</math></td> <td></td> <td><math>\frac{\sqrt{3}}{3}</math></td> <td></td> <td>0</td> </tr> <tr> <td></td> <td><math>-\frac{\sqrt{3}}{2}</math></td> <td></td> <td><math>-\frac{\sqrt{2}}{2}</math></td> <td>1</td> </tr> <tr> <td></td> <td>-1</td> <td></td> <td></td> <td><math>-\frac{\sqrt{3}}{3}</math></td> </tr> </table> <p><b>Lab activities (SE)</b> To plot the graphs of <math>\sin x</math>, <math>\sin 2x</math>, <math>2\sin x</math> and <math>\sin x/2</math>, using same coordinate axes.</p>	<b>T</b>	<b>R</b>	<b>I</b>	<b>G</b>	<b>O</b>	$\frac{1}{2}$	$\frac{\sqrt{3}}{2}$	<i>und.</i>				$-\frac{1}{2}$		$\frac{\sqrt{2}}{2}$	$-\sqrt{3}$	$\sqrt{3}$		$\frac{\sqrt{3}}{3}$		0		$-\frac{\sqrt{3}}{2}$		$-\frac{\sqrt{2}}{2}$	1		-1			$-\frac{\sqrt{3}}{3}$	<p>Oral questions Class work Few questions from Assignment and NCERT Ex- 3.1, 3.2</p> <p>Homework</p>
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<p><b>Aug Teaching Days: 19</b></p>	<p><b>Topic:</b> Trigonometric Functions (cont...) (6)</p>	<p><b>Each child will be able to:</b></p> <ul style="list-style-type: none"> <li>*State the S/D and product formulas</li> <li>*State the half angle formulas</li> <li>*recall the graphs of various trigonometric functions</li> <li>* apply all formulas and identities in solving questions.</li> <li>*** solve trigonometric equations rule</li> </ul> <p>(will be done as it is required in class12)</p>	<p>Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises</p>	<p>Through oral tests on formulas- Quiz Few questions from Assignment and NCERT Ex- 3.3,3.4 and Miscellaneous exercise Class work, Homework Online Quiz-Google Form 10QsX1m=10m</p>																														

	<p><b>Topic:</b> Limits and Derivatives (11)</p>	<p><b>Each child will be able to:</b></p> <ul style="list-style-type: none"> <li>*define limit of a function</li> <li>*perceive the geometrical interpretation of limits</li> <li>*evaluate the limit of various functions</li> <li>*define derivative of a function at a point</li> <li>*perceive the geometrical interpretation of derivatives</li> <li>*evaluate derivatives using the method of first principle.</li> <li>*learn the formulas of derivatives of some standard functions</li> <li>*perceive the concept of chain rule, quotient rule and product rule</li> </ul>	<p><b>Experiential Activity:</b></p> <p>Students will verify the geometrical significance of derivatives.</p> <p>Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises</p> <p>Students will solve questions from Assignment</p>	<p>Through oral tests in Fundamentals- Quiz</p> <p><b>Classwork</b></p> <p>Few questions from Assignment and NCERT Ex- 13.1, 13.2 and Miscellaneous exercise</p> <p><b>Homework</b></p> <p><b>Friday Test- 05/08/2022</b></p> <ol style="list-style-type: none"> <li>1.Sets</li> <li>2.Relations and Functions</li> <li>3. Trigonometric functions (till ex 3.3)</li> </ol>
	<p><b>Topic:</b></p> <p>Complex Numbers and Quadratic Equations (2)</p>	<p><b>Each child will be able to:</b></p> <ul style="list-style-type: none"> <li>*recognize the need of a system of numbers beyond Real Numbers.</li> <li>*define iota.</li> <li>*define a complex number</li> </ul>	<p>Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises</p> <p>Students will solve questions from Assignment</p>	<p>Through oral tests in Fundamentals- Quiz</p> <p>Home work</p> <p>Class work</p> <p>Home work</p> <p>Few questions from NCERT Ex- 5.1 and Miscellaneous exercise</p> <p>Online Quiz-Google Form</p> <p style="background-color: yellow;">10QsX1m=10m</p>
<p><b>September</b></p> <p><b>Working Days :22</b></p> <p><b>Teaching Days:10</b></p>	<p><b>Topic:</b></p> <p>Complex Numbers and Quadratic Equations(1)</p> <p><b>Topic:</b></p> <p>Linear Inequalities (3)</p>	<p><b>Each child will be able to:</b></p> <ul style="list-style-type: none"> <li>* find the sum, difference, quotient and product of two complex numbers.</li> <li>***define conjugate and modulus of z.</li> <li>***state the properties of modulus and conjugate of z.</li> </ul> <p><b>Each child will be able to:</b></p> <ul style="list-style-type: none"> <li>*define an Inequation</li> <li>*find algebraic as well as graphical solutions of linear inequations in one variable</li> <li>*find graphical solutions of linear inequations in two variable</li> </ul>	<p>Extra questions based on Graphical and Algebraic method will be done.</p> <p><b>Lab activities (SE)</b></p> <p>To verify that the graph of a given inequality, say <math>5x+4y-40&lt;0</math> of the form <math>ax+by+c&lt;0</math> where <math>a, b &gt;0, c&lt;0</math> represents only one of the two half planes.</p>	<p>Through oral tests in Fundamentals- Quiz</p> <p>Home work</p> <p>Class work</p> <p>Few questions from NCERT Ex-7.1, 7.3 and Miscellaneous</p>

	<b>Revision for Term - I (6)</b>	<b>Each child will be able to:</b> Recall Formulae, concepts, properties, theorems Discussion on Important points and solve questions from mentioned topics.	Students will recall, revise and apply the mentioned topics and clarify their doubts, if any.	<ul style="list-style-type: none"> <li>● Oral Questions</li> <li>● worksheet for diagnosing the learning gaps</li> </ul>
	<b>Practical Exam for Term – I</b>	<b>Each child will be able to:</b> *Perform the given lab activity *answer the questions asked in viva.		
<b>October</b>  <b>Teaching Days:13</b>	<b>Topic:</b> Permutation and Combination (10)	<b>Each child will be able to:</b> *state the fundamental principle of Addition / Multiplication * factorial notation *define permutation. *find the number of permutations of n different objects with or without repetition. *define combination. *differentiate btw Permutation and Combination *apply the various formulas of ${}^n P_r$ and ${}^n C_r$ in solving statement questions.	Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises. Students will solve questions from Assignment	Through oral tests in Fundamentals- Quiz Few questions from Ex- 7.1, 7.2, 7.3, 7.4, Assignment and Miscellaneous Exercise of NCERT  Online Quiz-Google Form 10QsX1m=10m
	<b>Topic:</b> Sequence and Series (3)	<b>Each child will be able to:</b> *recall the definition of sequence & series ***recall the definition of an A.P and the formula for its nth term *state the formula for sum of n terms of A.P *define A.M between two numbers a & b	Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises  Students will solve questions from	Classwork Homework Oral Questions  Few questions from Assignment and

		<ul style="list-style-type: none"> <li>*define a G.P</li> <li>*find the nth term of a G.P</li> </ul>	Assignment	NCERT Ex- 9.1, 9.3
<p><b>November</b></p> <p><b>Teaching Days:21</b></p>	<b>Topic:</b> Sequence and Series (6)	<p><b>Each child will be able to:</b></p> <ul style="list-style-type: none"> <li>*state the formula for sum of n terms of G.P</li> <li>*find the sum to infinity of a G.P</li> <li>*define G.M between two numbers a &amp; b</li> <li>*recognize the relationship between A.M and G.M</li> </ul>	<p>Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises</p> <p>Students will solve questions from Assignment</p>	<p>Classwork Homework Oral Questions Few questions from Assignment and NCERT Ex- 9.3 and Miscellaneous Exercise</p> <p>Online Quiz-Google Form 10QsX1m=10m</p>
	<b>Topic:</b> Straight Lines (12)	<p><b>Each child will be able to:</b></p> <ul style="list-style-type: none"> <li>*find the slope of a line</li> <li>*convert various forms of equation of a line: <ul style="list-style-type: none"> <li>1. one-point form,</li> <li>2. two-point form,</li> <li>3. slope-intercept form,</li> <li>4. intercept form,</li> <li>5. normal form</li> </ul> </li> <li>*find the equation of a line using the various forms of Line.</li> <li>*Calculate the distance of a point from a line</li> <li>*Calculate the distance between two parallel lines.</li> </ul>	<p>Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises</p> <p>Students will solve questions from Assignment</p>	<p>Through oral tests in Fundamentals- Quiz Home work Class work Few questions from Assignment and NCERT Ex- 10.1, 10.2, 10.3 and Miscellaneous exercise</p> <p>Assignment including MCQs and case study-based questions also. Online Quiz-Google Form 10QsX1m=10m</p>
	<b>Topic:</b> Conic Sections (3)	<p><b>Each child will be able to:</b></p> <ul style="list-style-type: none"> <li>*state and explain various sections of a cone</li> <li>*write the equation of a circle with given radius and centre</li> <li>*find the centre and radius of a circle</li> </ul>	<p>Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises</p>	<p>Through oral tests in Fundamentals- Quiz Home work Class work Few questions from NCERT Ex- 11.1</p>

<p><b>December</b></p> <p><b>Teaching Days:22</b></p>	<p><b>Topic:</b> Conic Sections (4)</p>	<p><b>Each child will be able to:</b></p> <ul style="list-style-type: none"> <li>*define a parabola and recognize/find the standard equation of parabola</li> <li>*define/find the coordinates of focus, axis, equation of directrix and length of latus rectum of a parabola</li> <li>*define an ellipse and recognize /find the standard equations of an ellipse</li> <li>*state the relationship between semi-major axis, semi-minor axis and the distance of focus from the centre of the ellipse</li> <li>*define eccentricity</li> <li>*define/find the coordinates of foci, vertices, lengths of major axis, and minor axis, eccentricity and length of latus rectum of the given ellipse</li> <li>*define a hyperbola and recognize/find the standard equations of a hyperbola</li> <li>*define/find the coordinates of foci, vertices, eccentricity and length of latus rectum of the given hyperbola</li> </ul>	<p>Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises</p> <p>Students will solve questions from Assignment</p> <p><b>Experiential Learning:</b></p>  <p><b>Lab Activity:</b> Construct a Parabola.</p>	<p>Through oral tests in Fundamentals- Quiz</p> <p>Home work</p> <p>Class work</p> <p>Few questions from NCERT Ex- 11.2, 11.3, 11.4 and Miscellaneous exercise</p> <p>Online Quiz-Google Form 10QsX1m=10m</p> <p><b>Friday Test- 09/12/2022</b></p> <ol style="list-style-type: none"> <li>1. Sequence and Series</li> <li>2. Permutation and Combination</li> <li>3. Straight Lines</li> </ol>
	<p><b>Topic:</b> Probability (10)</p>	<p><b>Each child will be able to:</b></p> <ul style="list-style-type: none"> <li>*recall the concept of probability</li> <li>*recall the definition of random experiment, sample space</li> <li>*write the sample space of a Random experiment</li> <li>*list the various kinds of events : mutually exclusive, exhaustive events</li> <li>*prove events to be mutually Exclusive or exhaustive</li> <li>*state and apply the formulae for probability of an event</li> <li>*state the Addition formulae of</li> </ul>	<p>Students will solve Exercises from chapter 16 (NCERT)</p> <p>Students will solve questions from Assignment</p> <p><b>Lab Activity:</b></p> <ol style="list-style-type: none"> <li>1. To find the number of ways in which three cards can be selected from given 5 cards</li> <li>2. To write a sample space , when a coin is tossed once, twice, thrice and four times</li> </ol>	<p>Oral questions</p> <p>Few questions from Ex- 16.1,16.2,16.3 and Miscellaneous Exercise of NCERT</p> <p>Assignment</p> <p>Online Quiz-Google Form 10QsX1m=10m</p>

		probability		
	<b>Topic:</b> Matrices (8)	<p><b>Each child will be able to:</b></p> <ul style="list-style-type: none"> <li>*identify a <math>^{ij}</math> element of a matrix</li> <li>*apply the basic operations of +, -</li> <li>*define various types of matrices</li> <li>*solve the problem of equality of matrices.</li> <li>*define transpose of a matrix</li> <li>*define symmetric and skew symmetric matrices.</li> <li>*find the transpose of a matrix</li> <li>*differentiate between symmetric. and skew symmetric matrices.</li> <li>*define inverse of a matrix.</li> <li>****find the inverse using transformation method</li> </ul>	<p>Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises</p> <p>Students will solve Exercises from Matrices (NCERT- XII)- Chapter 3</p>	<p>Oral questions Few questions from Chapter Ex 3.1, 3.2, 3.3, and Miscellaneous (NCERT)</p> <p>Online Quiz-Google Form 10QsX1m=10m Class Participation (Written and Oral)</p>
<b>January</b> <b>Teaching Days:13</b>	<p><b>Topic:</b> Determinants (5)</p> <p><b>Revision- Term II (8)</b></p>	<p><b>Each child will be able to:</b></p> <ul style="list-style-type: none"> <li>*Perceive the concept of Determinants, minors, cofactors, adjoint and inverse.</li> <li>****Properties of Determinants</li> <li>* find the area of triangle</li> <li>* solve the system of equations using matrices</li> </ul>	<p>Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises</p> <p>Students will solve Exercises Determinants (NCERT- XII)- Chapter 4</p>	<p>Oral questions Few questions from Chapter 4- Ex 4.1, 4.3 to Miscellaneous (NCERT)</p> <p>Online Quiz-Google Form  10QsX1m=10m Class Participation (Written and Oral)</p>
<b>February</b> <b>Working Days:20</b>	<b>Revision- Term II (5)</b>	<p><b>Each child will be able to:</b></p> <p>Recall Formulae, concepts, properties, theorems Discussion on Important points and solve questions</p>	<p>Students will recall, revise and apply the mentioned topics and clarify their doubts, if any.</p>	<ul style="list-style-type: none"> <li>● Oral Questions</li> <li>● worksheet for diagnosing the learning gaps</li> </ul>

		from mentioned topics		
	<b>Practical Exam for Term –II (5)</b>	<b>Each child will be able to:</b> *Perform the given lab activity *answer the questions asked in viva.		
****	The topics marked with asterisk in the syllabus have been deleted by CBSE for the academic year 2022-23. However, these topics will be covered through discussion in the class to bridge the learning gaps.			

## ECONOMICS

Month	Topics covered	Learning	Activites	Assessments
<b>July 2022</b>	<b>Micro Economics-</b> Introduction to micro and macro economics, Economic problems, basic problems, concepts of utility and indifference. Demand- factors, law of demand, changes in demand and changes in factors affecting demand, elasticity of demand, numericals.	Each student will be able to: Categorize different activities in an economy as economic or non-economic activity. Interrelate micro and macro concepts. Apply the law of diminishing marginal utility in different situations in life for different commodities. Analyse changes that happen when price in the market changes and how the consumer's behaviour changes keeping income given. Each student will be able to Identify the concept of Demand Analyse the factors affecting Demand. Derive the Law of Demand Represent the movements and Shifts in demand curve diagrammatically Analyse the factors affecting demand  Interpret the theory related to the calculations of demand to practice by doing the numericals.	Kahoot Quiz for Assessment.  Unemployment is reduced due to measures taken by the government. State its economic value. What price is the consumer willing to pay for a commodity in state of his equilibrium? A consumer consumes only two goods. Explain consumer's equilibrium with the help of the utility analysis. Higher consumption of a commodity may mean lower and lower marginal utility, but it never implies negative utility .Do you agree? When the price of onions is very high the poor man simply stops buying it. Explain the economics of it, using utility analysis. <ul style="list-style-type: none"> <li>• Create a utility analysis if you had a choice to eat unlimited burgers.</li> </ul> What causes the following: An upward movement along the demand curve A downward movement along the demand curve A right shift of the demand curve. A left shift of the demand curve. What is the effect on the demand curve of the following: Fall/rise in the price of a substitute good Fall/rise in the price of a complement good. Discuss the factors that affect Individual demand Discuss the degrees of elasticity of demand	Class test worksheets

			<p>Explain how in any two ways demand for electricity can be decreased when price elasticity of demand is extremely low.</p>	
<p><b>August 2022</b></p>	<p>STATISTICS FOR ECONOMICS</p> <p>WHAT IS ECONOMICS Collection of Data</p> <p>ORGANISATION OF DATA. PRESENTATION OF DATA</p>	<p>Each student will be able to: Understand how economics is linked with the study of economic activities in consumption, production and distribution. Differentiate 4 points between Economic and Non-Economic activities. Define Economics. Distinguish 3 points Economics as Science and Art. Discuss three points of functions and importance of statistics. Identify sources of Data. Draft a Questionnaire Identify methods of collecting Data. Conduct Surveys. Classify data into the three series. Each student will be able to: a. Define classification. b. Identify three objectives of classification and highlight the main methods of classification. Organize data in the form of individual series and Frequency series</p> <p>Each student will be able to:  Represent Cricket scores of the World Cup in tabular, diagrammatic and Graphic presentation.</p> <p>Each student will be able to: explain the parts of a Table Define tabulation. Explain the merits of tabulation</p> <p>Present the data in diagrammatic and Graphic presentation.</p>	<p>During the day, identify atleast 10 activities undertaken by your family members and categorise them into economic and non-economic activities. Brain storming activities used for explaining good and bad impacts of Collected Data. <b>Data on Covid</b> and its presentation in different forms. Identify activities for Statistics as science or art. Discussion on “ Economics is a study of scarcity”. Discussion on ‘ Statistics these days is indispensable for dealing with Socio-economic problems’. <b>Covid data</b>-‘ Statistics is science of counting’. <b>Covid data</b> ‘ Statistics affects everybody and touches life at many points’. ‘The Government and policy maker use statistical data to formulate suitable policies of economic development’. Illustrate with two examples. <b>Covid cases</b>- economics a positive or normative science Brain storming activities will be used for explaining good and bad impacts of Collected Data. Statistics as science or art. Prepare collage of different items at home kept in the form representing multiple bar diagram, sub divided bar diagram, percentage bar diagram. Prepare a Salad decoration representing Pie diagram. “ Economics is a study of scarcity”. Discuss ‘ Statistics these days is indispensable for dealing with Socio-economic problems’. ‘ Statistics is science of counting’. ‘ Statistics affects everybody and touches life at many points’ Discuss. Define Statistics in Plural sense and explain its components. ‘The Government and policy maker use statistical data to formulate suitable policies of economic development’. Illustrate with two examples. Is economics a positive or normative science? Explain. <b>Home assignments on the given topic to the students.</b> Distinguish between Primary data and Secondary data on the basis of ‘Originality’. Application based case studies on data collection will be given and students will decide on the methods and type of data they will use. There are 10 students in your school who excel in the game of cricket. All are equally brilliant , but you are to select only 3 for representing your school in the inter zonal cricket tournament. How would you do it.</p>	<p>Worksheets,</p>



			<p>Give details with reasons.          Prepare a questionnaire on CCE vs Board exams in CBSE.          Merits and Demerits of Personal interview.          Why is there need for Indirect personal interview.          Can there be any advantage in classifying things? Explain with the help of an example from your daily life.          Do you agree that classified data is better than raw data?          Compare Discrete and continuous variables.          Briefly explain the principles of classification.          Tabulation is done with certain objective in mind. Defend or Refute.          Differentiate between headnote and footnote.</p>	
<b>September 2022</b>	Mean Median Mode	<p>Each student will be able to :          Do computation of mean.          Compute mean in individual series by direct and shortcut methods.          • Compute mean in discrete series by direct, shortcut and step deviation methods.          • Compute mean in continuous series by direct.          Compute value of Median.          Compute median in individual series          • Compute median in discrete series          • Compute median and mode in continuous series.          Compute Mode</p>	<p>Newspaper articles on the topics discussed.          Find average monthly expenditure for your household.          Class Test</p> <p>Define Mean.          Numerical questions</p> <p>Newspaper articles on the topics discussed.</p> <p>What is the difference between Median and Mode?          Numerical worksheets on the three measures of Central Tendency.          From data on <b>Covid</b> of different states compute its mean.          Find average monthly expenditure for your household.</p>	Class test worksheets
<b>Mid Term Examination</b>				
<b>October 2022</b>	Supply Supply-Concept, Supply schedule, function  Law of Supply Price Elasticity	<p>Each student will be able to: Create a supply schedule. Plot the supply curve. Specify why supply curve is upward rising. Define individual supply and market supply schedule. Explain the factors affecting supply. Illustrate the law of supply. Explain the movement along the supply curve. Define elasticity of supply. Identify and Draw the different degrees of elasticity.</p>	<p>A firms supply curve shows its supply function. Comment</p> <p>At a point of intersection of two supply curves, flatter curve shows higher elasticity of supply.</p> <p>Numericals on price elasticity.          Will the seller always be ready to sell more of a commodity at a higher price in the market?</p>	Class test worksheets
<b>November 2022</b>	Correlation	<p>Each student will be able to :          Compute correlation by karl pearson's method using actual method and direct method. Compute Rank correlation</p>	<p>Group discussion based on related topic.          Kahoot quiz.</p>	Class test worksheets
	Production Cost	<p>Each student will be able to          a. Define cost and revenue</p>	<p>Group discussion based on topics related to cost and revenue.. For example, If Reliance Fresh has announced the slashed prices.</p>	Class test worksheets

	Revenue Production function and Returns to a Factor Cost and Revenue and their Relationship	b .Discuss the different types of costs and revenues. c.Derive the condition for equilibrium at the producers level. d.Derive the relationships between different costs and total revenue and marginal revenue. e.Calculate the different costs and revenue applying the formulae. Numericals	Discussion on its impact on the cost and revenue. Survey to be conducted by students to assess the cost and revenue Paper chain factory activity	
<b>December 2022</b>	Index numbers  Price equilibrium derivation of the price equilibrium and quantity exchanged in the market with both demand and supply.  Price Control;-Floor price and Ceiling price	Each student will be able to : Compute Unweighted index - simple average, simple average of price relatives. Weighted index- Laspeyres and paasches method, weighted average of price relatives  Identify 3 reasons for the need to find indices for economic growth and compare.  Derive the price equilibrium and the quantity exchanged in the market with the given market conditions discuss the derivation of the changes in the equilibrium price and quantity under different market conditions.	Worksheet on Index numbers Newspaper articles. What are index numbers? How do they determine the cost of living? Numerical Worksheet Giving the different market situations with reference to changes in demand and supply, the students will make the diagrams and show the changes that occur correspondingly.  Home Assignment based on demand supply and equilibrium  Diagrammatic presentation of the different market situation. What will happen if the price prevailing in the market is above the equilibrium price. <ul style="list-style-type: none"> <li>Representing situation based diagrams</li> </ul>	Class test worksheets
<b>January 2023</b>	INDIAN ECONOMY ON THE EVE OF INDEPENDENCE  FIVE YEAR PLANS a. Common Goals of Five Year Plans Meaning of Five Year Plans b. Objectives of Planning. c. Analysing the importance of Planning in development. d. Achievement of the Goals of planning	Each student will be able to :  Agriculture sector and industrial sector on the eve of independence with the help of concept mapping. Foreign trade, demographic conditions, Infrastructure, occupational structure on the eve of independence with the help of BALA, real life examples and storytelling method. Good and bad impacts of British government on Indian Economy with the help of think pair and share method. The importance of planning in life-Individual as well as an economy To comprehend the meaning of planning by think pair and share method. Identify the goals of five year plan Analyze the importance of planning in development	Talk to your Parents and Grand parents and gather information on the situation of Indian population during the British raj.  Students will be asked to write positive and negative impacts of British Government on Indian Economy(L) . Oral questions will be asked on meaning de-industrialization, Zamindari system ,Mahalwari system,Ryotwari system (AB)  Assignment will be given from text book and reference book  Planning an activity in school  What are the achievements and failures of Planning in India? <a href="https://www.youtube.com/watch?v=f7CW7S0zxv4">https://www.youtube.com/watch?v=f7CW7S0zxv4</a> Dr. Shashi Tharoor's	worksheets

	e. Failures of Planning f. Features of Economic Policy under Planning till 1991.	and the achievements as well as the failures of planning with concept mapping	talk over how Britain used India for their own benefit. (16 min) <a href="https://www.youtube.com/watch?v=g27s8Ligsww">https://www.youtube.com/watch?v=g27s8Ligsww</a> Tahreer – Mushi Premchand's story – Poos ki Raat. To understand the relationship between farmer and the money lender. Why credit facility is needed in agriculture. (26 min)  <a href="https://www.youtube.com/watch?v=k6P_xznlv4g">https://www.youtube.com/watch?v=k6P_xznlv4g</a> Detailed analysis of why British developed railways in India and to whom it benefited. (6min)	
<b>February 2023</b>	Revision			
<b>March 2023</b>	End Term Exam			

## HISTORY

Month	No of Classes	Topics covered	Learning outcome	Activities	Assessment
<b>July</b>	<b>13</b>	<b>Writing and City Life</b>  Introduction  Mesopotamia and its geography  Significance of urbanism  Development of Writing	<b>Each student would be able to-</b>  Explain why civilizations developed on the river banks in at least 3 points.  Write at least 3 points on the geographical location of Mesopotamia.  Write a note on the significance of urbanism in Mesopotamia,  Explain the development of writing in Mesopotamia in at	Discussion on the progress of civilization from stone age to settled communities.  Video clip on the making of the Mesopotamian seals and the cuneiform script  Students to draw signs and symbols of the cuneiform script.	Worksheets and Assignments from the topic.  Question and Answers  Case Study

		<p>Urbanization in Southern Mesopotamia- Temples and Kings</p>	<p>least 8 points.</p> <p>Analyze the importance of temples in at least 8 points.</p> <p>Write a note on the life of the people in at least 8 points.</p> <p>Describe the layout of the city of UR in at least 8 points.</p> <p>Explain the legacy of the civilization in at least 8 points.</p>	<p>Video clip on the temples of Mesopotamia- Ziggurats</p>	
<p><b>July/August</b></p>	<p><b>7+7 = 14</b></p>	<p><b>An Empire Across Three Continents</b> Sources on the Empire</p> <p>Geographical location</p> <p>The Early Empire</p> <p>The Third century crisis Gender, Literacy, Culture</p> <p>Economic expansion</p>	<p><b>Each student would be able to-</b></p> <p>List the sources for the study of the Roman empire</p> <p>Compare in 8 points the Iranian and the Roman empires.</p> <p>Write the importance of the Mediterranean Sea in at least 3 points.</p> <p>Define the terms- Republic, Princep Pricipate, Civil war</p> <p>Write a note on the three main players of the political</p>	<p>Discussion on the available sources.</p> <p>Study the Annals of Tacitus</p> <p>Map skills</p> <p>Images and video on architecture of Rome.</p> <p>Recommended movie- Benhur - Starring Charlton Heston and Stephen Boyd.</p>	<p>Worksheet</p> <p>Questions and Answers</p>

		<p>Controlling workers</p> <p>Social hierarchies</p>	<p>history of the Roman empire.</p> <p>Explain the causes of the Third century crisis in at least 3 points.</p> <p>Compare in 8 points the position of Women in Rome with those of today.</p> <p>Define the terms – Transhumance, Mapalia and Castella.</p> <p>Write a note on the economic expansion of the Roman empire.</p> <p>Analyze the working of the institution of slavery in the Roman empire in at least 8 points.</p> <p>Explain the social hierarchies of the empire in at least 8 points.</p> <p>List the reforms carried out by Diocletian and Constantine.</p>		
<b>August</b>	<b>12</b>	<p><b>Nomadic Empire</b></p> <p>-The nature of nomadism (Introduction, Social</p>	<p><b>Each student would be able to-</b></p> <p>-Analyse the nature of</p>	<p>Map work</p> <p>Draw a Time line of the</p>	<p>Worksheets</p> <p>Case Study</p> <p>Q/A in the notebook</p>

		<p>Political background) Formation of empires, The career of Ghenghis Khan... Social, Political military organization -Conquests and relations with other states.</p>	<p>nomadic empires in 8 points. -Trace the different processes through which nomadic empires were formed.  -Critique the different invasions of nomadic tribes in 8 points.</p>	Mongols.	<p><b>Weekly Test 1</b> <b>18/8/22-</b> 1. Writing and City Life 2. An Empire Across Three Continents</p>
<b>September</b>		<b>Revision- Mid Term Exams</b>			<p><b>Mid Term Exam</b> <b>80 marks</b> <b>(21/09/22) to (30/09/22)</b>  1. Writing and City Life  2. An Empire Across Three Continents  3. Nomadic Empire</p>
<b>September/October</b>	<b>5+10 = 15</b>	<p><b>The Three Orders</b>  An Introduction to Feudalism  France and England:  The Three Orders-  The Second Order: The Nobility  The Manorial Estate</p>	<p><b>Each student would be able to-</b> -Define the term Feudalism.  -List the Causes for the rise of Feudalism in at least 8 points.  -Analyse the socio-economic conditions of Europe in at least 8 points.  -Describe the role of the Nobility in the Feudal society</p>	<p>Make a Glass painting (on a transparent sheet) of the designs painted on the Church windows in Feudal Europe  Map Skills.</p>	<p>Worksheet  Case study</p>

		<p>The Knights</p> <p>The First Order: The Clergy Monks</p> <p>The Church and Society</p> <p>The Third Order: Peasants</p> <p>England</p> <p>Factors Affecting Social and Economic Relations</p>	<p>in at least 8 points.</p> <p>-Explain the religious control of Catholic Church in at least 8 points.</p> <p>-Write about the status of the peasants in Feudal Europe in at least 8 points.</p> <p>Examine the historiography that led to the decline of feudalism in at least 8 points.</p>		
November	14	<p><b>Changing Cultural Traditions</b></p> <p>The Revival of Italian cities</p> <p>Universities and Humanism</p> <p>Science and Philosophy: The Arab Contribution</p> <p>Artists and Realism</p> <p>Architecture</p> <p>The First Printed Books</p> <p>A New Concept of Human Beings</p>	<p><b>Each student would be able to-</b></p> <p>Define the term Renaissance.</p> <p>-Trace the causes for the rise of the Italian cities.</p> <p>-Explain the concept of humanism in at least 3 points</p> <p>-Analyse the changes in science and philosophy brought about by the Arabs</p>	<p>Select any one painter of the period and make a collage of his work.</p> <p>Brunelleschi Donatello Michelangelo Leonardo da Vinci Raphael</p> <p>Map Skills</p>	<p>Worksheets Case Study Q/A in the notebook</p>

		<p>The Aspiration of Women</p> <p>Debates Within Christianity</p> <p>The Copernican Revolution</p> <p>Was There a European Renaissance in the Fourteenth Century?</p>	<p>in at least 8 points</p> <p>.</p> <p>-Explain the development of architecture in at least 3 points.</p> <p>-Write a note on the status of women in medieval Europe.</p>		
<b>November</b>	<b>7</b>	<p><b>Displacing Indigenous People</b></p> <p>Introduction</p> <p>European colonists in North America and Australia.</p> <p>Formation of white settler societies.</p> <p>Displacement and repression of local people.</p> <p>Historians' viewpoints on the impact of European settlement on indigenous population</p>	<p><b>Each student would be able to-</b></p> <p>-Trace the route of colonialism at least 8 points</p> <p>-Explain the lifestyle of the natives of South America in at least 8 points.</p> <p>-Analyse the settlement of Europeans in at least 8 points.</p> <p>-Write a note on the native people of Australia in at least 8 points.</p>	Timeline construction to show the expansion of European Imperialism.	Worksheets Q/A in notebook



			-Trace the historiography of European settlement in at least 8 points		
<b>December</b>	<b>10</b>	<p><b>Paths To Modernization</b></p> <p>Introduction</p> <p>Militarization and economic growth in Japan</p> <p>China and the Communist alternative</p> <p>Debate among Historians on the meaning of Modernization.</p> <p>The Story of Taiwan</p> <p>Korea</p>	<p><b>Each student would be able to-</b></p> <p>-Trace the changes introduced through modernisation at least 8 points.</p> <p>-Analyse the growth of communism in China in at least 8 points</p> <p>-Explain the features of Meiji rule in Japan in at least 8 points.</p> <p>-Trace the growth of Japan as a global power in at least 8 points.</p> <p>-Write about the establishment of a republic in China in at least 8 points.</p>	<p>Class debate on Japan's role in world war II and justification of USA to destroy Hiroshima and Nagasaki.</p>	<p>Worksheets</p> <p>Case Study</p> <p>Q/A in the notebook</p>
<b>December</b>	<b>12</b>	<p>BOOK I – Themes In Indian History Part I (Class XII)</p> <p><b>Bricks, Beads and Bones: The Harappan Civilization</b></p> <p>Excavation of Harappa</p> <p>Study of artefacts</p>	<p><b>Each student would be able to-</b></p> <p>-Trace the growth of early urban centres in at least 8 points.</p> <p>-Highlight the extent of the civilization in at least 3 points.</p> <p>-List the causes for the decline of the Civilization</p>	<p>Map work</p>	<p>Worksheets</p> <p>Notes</p> <p>Q/A in the notebook</p> <p><b>Weekly Test 2</b>  <b>02/12/22-</b>  1. The Three Orders.  2. Changing Cultural Traditions</p>

		<p>Town planning</p> <p>Society</p> <p>Economic activities</p>	<p>-List the different material for craft production</p> <p>-Write a note on Town Planning</p> <p>-Analyze the growth of trade in at least 8 points.</p> <p>-Explain why the Harappan script is enigmatic</p> <p>-Give an account of the historians who discovered the Civilization</p>		
January	12	<p><b>Kings, Farmers and Towns: Early States and Economies (600 BCE-600 CE)</b></p> <p>Prinsep and Piyadassi</p> <p>-The Earliest States</p> <p>An Early Empire</p> <p>-New Notions of Kingship</p> <p>-A Changing Countryside</p> <p>-Towns and Trade</p> <p>-How Are Inscriptions Deciphered?</p>	<p><b>Each student would be able to-</b></p> <p>- Trace the growth of urban economies in at least 3 points.</p> <p>-Write at least 8 points on why the sixth century B.C was a major turning point in early Indian history.</p> <p>- List the causes for the rise of Magadha in at least 8 points</p> <p>- Discuss the Mauryan administration in at least 8 points.</p> <p>- Give at least 4 points on the divine theory of Kingship</p>	<p>Draw a pencil sketch of any 5 coins belonging to the period 600 BCE to 600 CE. Also mention the dynasty/ ruler who issued them.</p>	<p>Worksheet Q/A in notebook</p> <p><b>Weekly Test 3</b> <b>12/01/23</b> 1. Paths to Modernization</p>

			- Discuss the discovery of the Brahmi and Kharoshti scripts in at least 3 points		
<b>February</b>	<b>8</b>	<b>Revision</b>			<b>End Term Examination- (17/02/23) to (27/02/23)</b> 1. Writing and City Life 2. An Empire Across Three Continents 3. Nomadic Empire 4. The Three Orders 5. Changing Cultural Traditions 6. Displacing Indigenous People 7. Paths to Modernization

### POLITICAL SCIENCE

<b>Month</b>	<b>Topics covered</b>	<b>Learning Outcome</b>	<b>Activities</b>	<b>Assessment</b>
<b>July</b> <b>20 days</b>	<b>Constitution – Why and how?</b>  The Making of the Constitution, Fundamental Rights and Duties, Directive Principles of State Policy, constitutional Amendments.  Sources <b>8 classes</b>	Explain the functions of the Constitution in 4 points.  List the substantive provisions of the constitution in 4 points.  Analyze in 4 points the benefit of the balanced institutional design.  Analyze in 2 points the representative features of the constitution.	Poster on Human Rights violation	Discussion in class Worksheet Note book work

		<p>Discuss in 6 points how the constitution was made.</p> <p>Write the effectiveness and the enduring nature of the constitution.</p> <p>Discuss the sources of the constitution</p> <p>Write in 4 points why fundamental rights are necessary.</p> <p>List in points the parameters of each fundamental Right.</p> <p>Evaluate in 4 points the extent to which these Rights are enjoyed.</p> <p>Compare DPOSP with Fundamental Rights in 4 points</p>		
	<p><b>Election and Representation</b></p> <p>Elections and democracy Election System in India,</p> <p>FPTP and PR system</p> <p>Reserved constituencies</p> <p>Free and fair elections</p> <p>Electoral reform</p> <p><b>6 Classes</b></p>	<p>Explain in 6 points the system of elections in India.</p> <p>Analyze the four reasons why India adopted the FPTP system.</p> <p>Differentiate between FPTP and PR system in 6 points.</p> <p>Debate the need for reserved constituencies.</p> <p>List the functions of the Election Commission</p> <p>Evaluate in 6 points the need for electoral reform.</p>		<p>Worksheet Notebook</p>

	<p><b>Executive</b></p> <p>What is an Executive? Different Types of Executives. Parliamentary Executive in India, Prime Minister and Council of Ministers. Permanent Executive: Bureaucracy.</p> <p><b>6 Classes</b></p>	<p>Define executive. List the types of executives with the help of a chart</p> <p>Analyze in 6 points why the position of the PM is paramount.</p> <p>Write in 6 points the changing position of the PM in coalitions</p> <p>Evaluate in 4 points the position of the President.</p> <p>Discuss the role and functions of the bureaucracy</p>	<p>Prepare a pictorial chart on comparison between Presidential and Parliamentary system.</p>	<p>Worksheet</p> <p>Notebook</p> <p>Class Discussion on the changing role of the PM</p>
<b>August 19 Days</b>	<p><b>Legislature</b></p> <p>Why do we need a Parliament? Unicameral / Bicameral Legislature. Functions and Power of the Parliament, Parliamentary committees. Parliamentary Officials: Speaker, Deputy Speaker, Parliamentary Secretary.</p> <p>5 classes</p>	<p>Explain in 2 points the role of a legislature.</p> <p>Discuss the types of legislatures</p> <p>List the process on how a bill becomes a law</p> <p>Evaluate in 6 points the means by which the legislature controls the executive.</p> <p>Debate recent trends in the Indian parliament in the passage of important Bills.</p> <p>Analyse in 6 points the role of parliamentary committees</p>	<p>Making a colored graphic organizer showing the steps of a bill becoming law</p>	<p>Weekly Test 1</p> <p>1. Constitution why and how?</p> <p>2. Election and Representation</p>
	<b>Judiciary</b>	List in 4 points the need for an independent	Flipped class	Worksheet

	<p>Why do we need an Independent Judiciary? Structure of the Judiciary, Judicial Review, Judicial Activism, Judicial Over-reach.</p> <p><b>5 classes</b></p>	<p>judiciary in a democracy</p> <p>Debate the controversial appointment of judges and the process of impeachment</p> <p>Prepare a flow chart on the structure of the judiciary</p> <p>Explain in 4 points each the various jurisdiction of the Supreme Court</p> <p>Explain in 4 points the importance of judicial activism</p>	<p>Discussion on Justice Chandrachud talk on Why Constitution matters</p>	<p>Notebook</p>
	<p><b>Federalism</b> What is Federalism? Evolution &amp; Growth of the Indian Federalism: Quasi Federalism, Cooperative Federalism &amp; Competitive Federalism.</p> <p><b>9 classes</b></p>	<p>Define federalism and elucidate its features</p> <p>Discuss federalism in the Indian Constitution</p> <p>Explain the Quasi federal system in India</p> <p>Discuss Cooperative Federalism &amp; Competitive Federalism</p>		
<p><b>September 22 Days</b></p> <p><b>(Mid Term Exam)</b></p>	<p><b>Local Government</b></p> <p>Why do we need Local Governments?</p> <p>Growth of Local Government in India, 73rd and 74th Amendments, Working and Challenges of Local Governments.</p> <p><b>7 Classes</b></p>	<p>Explain in 4 points the need for local govts. in India</p> <p>Trace the growth of local govts. in India</p> <p>Discuss in 6 points the provisions of the 73<sup>rd</sup> and 74<sup>th</sup> Amendment</p> <p>Evaluate in 4 points the success of local bodies in India</p> <p>Analyse the limitations of local govts in 4 points</p>		<p>Worksheet Notebook</p>

	<b>Revision for Mid Term</b>			Mid Term Exam Syllabus 1. Executive 2. Legislature 3. Judiciary 4. Federalism 5. Local Government
<b>October 13 Days</b>	<b>Political Theory</b>  What is politics? Politics V/s Political Theory, Importance of Political Theory.  <b>4 classes</b>	Define politics  Explain the vastness of the scope of political theory  Discuss why we study political theory		Reading from the text Q&A
	<b>Freedom</b>  Liberty V.s Freedom, Negative and Positive Liberty.  <b>9 Classes</b>	Define freedom  Argue whether constraints should be there on freedom  Appreciate the struggle of Nelson Mandela and Aung San Suu Kyi in the quest for freedom  Explain negative and positive liberty in 3 points each  Explain negative and positive liberty in 3 points each	Read out extracts from 'The long walk to Freedom'	

		Explain Gandhi and Mill's idea of freedom		
<b>November 21 Days</b>	<p><b>Equality</b></p> <p>What is Equality? Significance of Equality. Various dimensions of Equality. How can we promote Equality?</p> <p><b>7 Classes</b></p>	<p>Define equality</p> <p>Read the fact sheet on global inequalities</p> <p>Discuss the dimensions of equality</p> <p>Differentiate between the isms</p>	Collect news articles from the newspaper that show us the presence of inequality in society	<p>Weekly Test 2</p> <ol style="list-style-type: none"> <li>1. Political Theory</li> <li>2. Equality</li> </ol>
	<p><b>Justice</b></p> <p>What is Justice? Different dimensions of Justice, Distributive Justice.</p> <p><b>7 Classes</b></p>	<p>Define Justice</p> <p>Discuss the dimensions of justice</p> <p>Explain the idea of veil of ignorance</p> <p>Debate the problems in pursuing social justice</p> <p>List the advantages and disadvantages of the free- market vs state intervention system</p>		
	<p><b>Rights</b></p> <p>What are Rights? Where do Rights come from? Legal Rights and the State. Kinds of Rights. Human Rights.</p> <p><b>7 Classes</b></p>	<p>Define Rights</p> <p>Explain the source of rights</p> <p>List the ideas of Kant on human dignity</p> <p>Discuss Legal Rights and the state</p> <p>Debate the concept of rights and</p>		<p>Reading from text Q&amp;A</p>



		responsibilities		
<b>December 22 Days</b>	<b>Citizenship</b>  What is citizenship? Citizen and Citizenship, Citizen and Nation, Global Citizenship  <b>7 Classes</b>	Define citizenship  Explain the rights given to citizens  Make connections on how the citizen is the backbone for the nation state  Discuss the concept of global citizen	Completion of project & Presentation	Weekly test 3 1. Justice 2. Rights 3. Citizenship
	<b>Nationalism</b>  Nations and Nationalism, Variants of Nationalism, Nationalism, Pluralism and Multiculturalism.  <b>7 Classes</b>	Understand the concept of nation and nationalism  Acknowledge the strengths and limitations of nationalism  Appreciate the need to ensuring a link between democracy and nationalism		Reading from text Q&A
	<b>Secularism</b>  What is Secularism? What is Secular State? The Western and the Indian perspectives to Secularism.	Compare inter-religious and intra -religious domination  Explain the Indian model of secularism  Compare the western model of secularism	Class discussion on Ram Janmabhoomi and Gyanwapi	Reading from text Q&A

	Salient Features of Indian Secularism.  <b>7 Classes</b>	with the Indian model of secularism  Critically analyze the idea of Indian secularism		
<b>January 13 Days</b>	<b>Introduction to Class XII Syllabus</b>			
<b>February</b>	<b>Revision &amp; End term Exam</b>			<b>End term Exam</b>  <b>All Topics to be tested</b>

### PAINTING

<b>Month</b>	<b>Topic</b>	<b>Learning Outcomes</b>	<b>Activities</b>	<b>Assessment</b>
July	Make a sketch book –as a Basic learning  <b>Theory-</b> Art and elements of art  Indus Valley civilization art  Origin of Indian Art. Prehistoric Cave Painting  <b>Practical:</b> Composition 1: - Application of Elements of Art Importance of materials and tools.	Each child will be able to: To collect information other than class notes.  Write structural answers.  Assignment submitted with important focus Able to question and debate on topics related.  Ability to interpret and logical selection of ideas in assignment  Enhance motor skill	Selects images through internet and display of the same through projector Students will asked to watch the video or text from the book or provided material and prepare for the class  Write short notes, debate, discussion, question answers peer learning  Regular sketches in their sketch books	Ability to collect information other than class notes.  Understanding of topic based on given worksheets  Open book test  Complete Assignment and submitted on given time  Incorporate elements of art

<p>August</p>	<p><b>Theory:</b> Art in Mauryan period</p> <p><b>Practical:</b> Still Life 1 (Basic Objects and forms) Drawing and Shading and texture with pencil, pen, Charcoal, Colours</p>	<p>Each child will be able to: Collect information other than class notes. Write structural answers Assignment submitted with important focus</p> <p>Able to question and debate on topics related.</p> <p>Ability to interpret and logical selection of ideas in assignments</p> <p>Practice of observation skill</p> <p>Enhance motor skill</p>	<p>Interpret and understand critically the video referred in class</p> <p>Students will prepare observation on concepts like origin and development of Indian art.</p> <p>Write questions to understand answer scheme and word limit. Worksheets on chapters Open book test Still Life ( Basic Objects and forms) Drawing and Shading and texture with pencil, pen, Charcoal, Colours</p>	<p>Ability to collect information other than class notes.</p> <p>Assignment Q&amp;A Worksheets Open book test Incorporation of elements of art in composition</p>
<p><b>September</b></p>	<p><b>Theory-</b> Art in post-Mauryan period <b>Practical -</b> Still life 2-Flora study Water colours ,graphite Pencil, Pen &amp; Charcoal.</p> <p>MIXED MEDIA: using characteristics of different mediums and creating balance composition</p>	<p>Each child will be able to:</p> <p>students will demonstrate the process of turning sketch into a finished painting</p> <p>able to use painting tools and equipment</p> <p>justify their use of colours and composition</p>	<p>Interpret and understand critically the video referred in class</p> <p>Students will prepare observation on concepts like origin and development of Indian art.</p> <p>Drawings of given theme Experiment with mixed media</p>	<p>Ability to collect information other than class notes</p> <p>Worksheets Open book test</p> <p>Sketching &amp; Treatment of medium</p> <p>Incorporation of elements of art in composition</p>
<p><b>October</b></p>	<p><b>Theory -Temple architecture:</b> <b>Nagara</b> <b>Dravida</b></p>	<p>Each child will be able to: demonstrate the process of turning sketch into a finished painting</p>	<p>Interpret and understand critically the video referred. Assignment on relation of roots of Indian art in contemporary times.</p>	<p>Ability to collect information other than class notes.</p> <p>Worksheets</p>

	<p><b>vasara</b></p> <p><b>Practical -</b> Composition-Market scene</p>	<p>Able to use painting tools and equipment</p> <p>Justify use of colours and composition</p>	<p>Images from internet</p> <p>Drawings of master's videos on demonstration</p> <p>Students will prepare one composition on a given topic</p> <p>Different forms of art in different periods</p> <p>Study of stupas, Buddha idol etc.</p>	<p>Open book test</p> <p>Sketching</p> <p>Treatment of medium</p> <p>Incorporation of elements of art in composition</p>
<b>November</b>	<p><b>Theory:</b> Temple Sculptures, Chola Bronzes and Artistic Aspects of Indo- Islamic Architecture</p> <p><b>Practical -</b> Composition 2-Monochrome painting</p>	<p>Each child will be able to: demonstrate the process of turning sketch into a finished painting use painting tools and equipment</p> <p>Justify use of colours and composition</p>	<p>Interpret and understand critically the video referred.</p> <p>Images from internet</p> <p>Drawings of master's videos on demonstration</p> <p>Students will prepare one composition on a given topic</p>	<p>Ability to collect information other than class notes</p> <p>Assignment questions</p> <p>worksheets</p> <p>Sketching and</p> <p>Treatment of medium</p> <p>Incorporation of elements of art in composition</p>
<b>December</b>	<p><b>Theory:</b> Revision</p> <p><b>Practical;</b> Composition 3- Abstract art based on geometric and rhythmic shapes in primary and secondary colours</p>	<p>Each child will be able go: interpret and logical selection of ideas for artwork</p> <p>demonstrate the process of turning sketch into a finished painting use painting tools and equipment, Enhance motor skill</p>	<p>Practice worksheets</p> <p>Flow chart</p> <p>Images from internet and videos of masters to learn compositional skills</p> <p>Difference between geometric and rhythmic shapes</p>	<p>Worksheets</p> <p>Open book test</p> <p>Assignment questions</p> <p>Sketching and</p> <p>Treatment of medium</p> <p>Incorporation of elements of art in composition</p>
<b>January</b>	<p><b>Theory:</b> Revision</p> <p>Discuss development of art in</p>	<p>Ability to interpret and logical selection of ideas in assignments</p>	<p>Interpret and understand critically the video referred.</p> <p>Assignment on relation of roots of Indian art in</p>	<p>Practice Worksheets</p> <p>Open book test</p> <p>Oral questioning</p>

	<p>India and write an article in chronological order</p> <p><b>Practical:</b> Still life 3- Two objects and two draperies</p>	<p>Students will demonstrate the process of turning sketch into a finished painting</p> <p>use painting tools and equipment Enhance motor skill</p>	<p>contemporary times.</p> <p>Images from internet and videos of masters to understand</p> <p>Write an article on chronology of Indian art.</p>	<p>Sketching and Treatment of medium</p> <p>Incorporation of elements of art in composition</p>
<b>February</b>	<p><b>Theory:</b> Revision</p> <p><b>Practical: Completion of portfolio work</b> <b>Design the cover page of portfolio</b></p>	<p>Ability to interpret and logical selection of ideas in assignments</p> <p>Able to use painting tools and equipment to design a overpage of portfolio Enhance motor skill</p>	<p>Practice worksheets quizzes Oral questioning</p> <p>learn compositional skills Drawings of given theme</p>	<p>Practice worksheets Oral questioning</p> <p>Sketching and Treatment of colour medium</p> <p>Incorporation of elements of art in composition</p>
<b>March</b>	<p>Theory: Revision Final term practical</p>			

**PARENT SYLLABUS (2022–23)**  
**PHYSICAL EDUCATION (CLASS XI)**

Month	Topics Covered	Learning Outcomes	Activities	Assessment
JULY 2022	<p><b><u>Unit I Changing Trends &amp; Career in Physical Education</u></b>            Concept, Aims &amp; Objectives of Physical Education            Changing Trends in Sports- playing surface, wearable gears and sports equipment, technological advancements            Career Options in Physical Education            Khelo-India and Fit-India Program</p>	<p>Each student will be able to:             Explain the concept of physical education, its aims &amp; objectives            Know the changing trends &amp; career options in physical education            Understand Khelo India &amp; Fit India program</p>	<p>Discussion on physical education &amp; changing trends. Career Options available in physical education.             Activity- Find about the 4 indigenous sports added to Khelo India Youth Games in 2021 by the Sports Ministry.             Students to discuss the textual based questions</p>	<p>Questions will be discussed in class             MCQ'S             Questions for home assignment</p>
JULY 2022	<p><b><u>Unit II Olympism</u></b>            Ancient and Modern Olympics            Olympism – Concept and Olympics Values (Excellence, Friendship &amp; Respect)            Olympics - Symbols, Motto, Flag, Oath, and Anthem            Olympic Movement Structure - IOC, NOC, IFS, Other members</p>	<p>Each student will be able to:             Differentiate between Ancient Olympic &amp; Modern Olympic games            Understand Olympism (concept &amp; values)            Know the Symbols, Motto, Flag, Oath, and Anthem of Olympics</p>	<p>Discussion on Olympics - Its concept, values, oath, flag, symbol and movement structure (IOC, NOC, IFS, Other members)             Students to discuss the textual based questions</p>	<p>Questions will be discussed in class             MCQ'S             Questions for home assignment</p>
JULY 2022	<p><b><u>Unit III Yoga</u></b>            Meaning &amp; Importance of Yoga            Introduction to Ashtanga Yoga            Introduction to Yogic Kriyas (Shat Karma)</p>	<p>Each student will be able to:             Know the meaning &amp; importance of yoga            Understand Ashtanga Yoga            Describe Yogic Kriyas (Shat Karma)</p>	<p>Discussion on Asanas, Pranayam, Meditation &amp; Yogic Kriyas             Students to discuss the textual based questions</p>	<p>Questions will be discussed in class             MCQ'S             Questions for home assignment</p>

AUGUST 2022	<p><b><u>Unit IV Physical Education &amp; Sports for CWSN (Children with Special Needs - Divyang)</u></b>          Concept of Disability and Disorder          Types of Disability, its causes &amp; nature (Intellectual disability, Physical disability)          Aim &amp; Objective of Adaptive Physical Education          Role of various professionals for children with special needs (Counsellor, Occupational Therapist, Physiotherapist, Physical Education Teacher, Speech Therapist &amp; Special Educator)</p>	<p>Each student will be able to:          Explain the concept of disability &amp; disorder          Know the types, causes &amp; nature of disability          Describe the aim &amp; objectives of Adaptive Physical Education          Understand the role of various professionals for children with special needs</p>	<p>Discussion on Special Olympic Bharat; Paralympics; Deaflympics.          Discussion on Counsellor, Occupational Therapist, Physiotherapist, Physical Education Teacher, Speech Therapist &amp; special Educator          Students to discuss the textual based questions</p>	<p>Questions will be discussed in class          MCQ'S          Questions for home assignment</p>
AUGUST 2022	<p><b><u>Unit V Physical Fitness, Health and Wellness</u></b>          Meaning and Importance of Wellness, Health and Physical Fitness          Components/Dimensions of Wellness, Health and Physical Fitness          Traditional Sports &amp; Regional Games for promoting wellness</p>	<p>Each student will be able to:          Know the meaning and importance of Physical Fitness, Wellness &amp; health          Understand the components of physical fitness, wellness and health          Explain traditional sports &amp; regional games for promoting wellness</p>	<p>Discussion on Physical Fitness, Wellness &amp; Health          Students to discuss the textual based questions</p>	<p>Questions will be discussed in class          MCQ'S          Questions for home assignment</p>
SEPTEMBER 2022	<p><b><u>Unit VI Test, Measurement &amp; Evaluation</u></b>          Concept of Test, Measurement &amp; Evaluation in Physical Education &amp; sports          Classification of Test in Physical Education and Sports          Test administration guidelines in physical education and sports</p>	<p>Each student will be able to:          Define Test, Measurement &amp; Evaluation in sports          Understand the classification of test, measurement &amp; evaluation          Know guidelines for test administration in sports &amp; physical education</p>	<p>Discussion on importance of Test, Measurement &amp; Evaluation in Sports          Students to discuss the textual based questions</p>	<p>Questions will be discussed in class          MCQ'S          Questions for home assignment</p>
OCTOBER 2022	<p><b><u>Unit VII Fundamentals of Anatomy, Physiology in Sports</u></b>          Definition and Importance of Anatomy and Physiology in exercise and sports          Functions of Skeletal system, classification of bone and types of joints          Function and Structure of Circulatory system and heart          Function and Structure of Respiratory system</p>	<p>Each student will be able to:          Know the definition and importance of Anatomy and Physiology          Understand the function of Skeletal System, Classification of Bones &amp; Types of Joints          Explain the Function &amp; Structure of Respiratory System and Circulatory</p>	<p>Discussion on importance of Anatomy &amp; Physiology          Students to discuss the textual based questions</p>	<p>Questions will be discussed in class          MCQ'S          Questions for home assignment</p>

		System (heart)		
OCTOBER 2022	<p><b><u>Unit VIII Fundamentals of Kinesiology and Biomechanics in Sports</u></b>  Definition and Importance of Kinesiology and Biomechanics in sports  Principles of Biomechanics  Types of Body Movements - Flexion, Extension, Abduction, Adduction, Rotation, Circumduction, Supination &amp; Pronation  Axis and Planes – Concept and its application in body movements</p>	<p>Each student will be able to:</p> <p>Know the definition and importance of Kinesiology and Biomechanics  Define the principles of Biomechanics  Understand the types of body movements  Explain the concept &amp; application of Axis and Planes in body movements</p>	<p>Discussion on Flexion, Extension, Abduction, Adduction, Rotation, Circumduction, Supination &amp; Pronation</p> <p>Students to discuss the textual based questions</p>	<p>Questions will be discussed in class</p> <p>MCQ'S</p> <p>Questions for home assignment</p>
NOVEMBER 2022	<p><b><u>Unit IX Psychology &amp; Sports</u></b>  Definition &amp; Importance of Psychology in Physical Education &amp; Sports  Adolescent Problems &amp; Their Management  Team Cohesion and Sports</p>	<p>Each student will be able to:</p> <p>Explain the definition and importance of Psychology in Physical Education &amp; Sports  Understand the problems and management related to adolescents  Know about team cohesion in sports</p>	<p>Discussion on psychology in sports and physical education, adolescent problems and team cohesion</p> <p>Students to discuss the textual based questions</p>	<p>Questions will be discussed in class</p> <p>MCQ'S</p> <p>Questions for home assignment</p>
NOVEMBER 2022	<p><b><u>Unit X Training and Doping in Sports</u></b>  Concept and Principles of Sports Training  Training Load: Over Load, Adaptation, and Recovery  Concept of Doping and its disadvantages</p>	<p>Each student will be able to:</p> <p>Understand the meaning and concept of Training &amp; Doping  Know the principles of sports training  Explain training load  Know the disadvantages of Doping</p>	<p>Discussion on Warming Up &amp; Limbering Down  Skill, Over Load, Adaptation, &amp; Recovery</p> <p>Students to discuss the textual based questions</p>	<p>Questions will be discussed in class</p> <p>MCQ'S</p> <p>Questions for home assignment</p>